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ABSTRACT

This study: (1) summarizes the results of the last five years of data-matching efforts by the Oregon University System (OUS) and the Department of Community Colleges and Workforce Development; (2) responds to the "What the Data Say" recommendations of 2000; and (3) discusses the implications of these data for policymakers and practitioners. Key findings include information pertaining to Oregon transfer rates; comparative statistics for Oregon, Washington and California; demographic information; transfer rates for individuals who have earned an associate's degree; transfer student majors; and graduation rates of transfer and "native" OUS students. Transfer activity increased 42.4% from 1996-97 to 2000-01. For the same time period, the total number of admitted transfers to OUS from Oregon community colleges has increased 13.8%. The data also demonstrates that the majority of Oregon transfer students are female and that the racial/ethnic distribution closely approximates the distribution of all OUS students. The authors also report that the performance of transfer-activity students compares favorably to native OUS students. In summary, the numbers of students transferring is on the rise, while the performance and success, in terms of baccalaureate attainment of these students, remains on par with native University System students. Includes 276 appended data tables. (RC)

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Transfer Activity in Oregon Postsecondary Education, 1996-97 to 2000-01

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Prepared by the

Oregon University System
Office of Academic Affairs
P. O. Box 3175
Eugene, OR 97403
Contact: Jim Arnold [541] 346-5722
<jim_arnold@ous.edu>

in cooperation with the

Oregon Department of Community Colleges and Workforce Development
255 Capitol Street NE
Salem, OR 97310

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Transfer Activity in Oregon Postsecondary Education,1996-97 to 2000-01

Executive Summary

This report provides a follow-up to the November 2000 study "Students Who Transfer Between Oregon Community Colleges and Oregon University System Institutions: What the Data Say" (Oregon University System, 2000).

Specifically, this study:

1. summarizes the results of the last five years (95-96/96-97 to 99-00/00-01) of data-matching efforts by the Oregon University System and the Department of Community Colleges and Workforce Development,

2. responds to the "What the Data Say" recommendations of 2000, and

3. discusses the implications of these data for policymakers as well as institutional practitioners.

Findings

What is "transfer activity" and how many Oregon students are involved each year?

Transfer activity is defined as *the total number of students who were enrolled for credit in an Oregon community college one year (at any campus at any level of activity) and then enrolled at an Oregon University System campus the next (at any campus, any status, at any level of activity). Admitted transfer students*, on the other hand, are those *undergraduate students who apply to an Oregon University System campus, are accepted on the basis of an evaluation of academic work completed at a community college, and, eventually, matriculate.*

Transfer activity has increased from 10,058 students during the 1996-97 academic year to 14, 321 students during 2000-01, an increase of 42.4%. For the same period, the total number of *admitted* transfers to OUS from Oregon community colleges has increased from 3,096 students to 3,523 students. This represents an increase of 13.8%. (See Table 1.)

How does student transfer in Oregon compare to Washington and California?

The only data available from these states for comparison purposes are those for admitted transfer students (see Appendix 2). Comparing 1996-97 data to 2000-01 data, the percentage changes in admitted community college transfer students are as follows:

- Washington state 4-year publics: -10.4%
- California State University system: -0.9%
- University of California system: +3.2%

What are the demographics of Oregon's transfer-activity students?

Data presented in this study demonstrate that, for Oregon transfer-activity students,

- the majority are female, ranging from 52.6% to 55.8% during the five years of this study; Table 3);
- an overwhelming percentage (of admitted undergraduate transfers) are residents for tuition purposes (ranging from 94.2% to 95.8% during the five years of this study; Table 3); and
- the racial/ethnic distribution of transfer activity students closely approximates the distribution for all OUS students (Table 4).

How do the transfer rates compare in Oregon for students who have first earned an associate's degree?

The percentage of AA/OT students who enroll in OUS the year following graduation has remained consistently over 50%, although during the five years of this study the percentage has declined slightly from 55.4% to 52.8% (see Table 6). The percentage of AA/OT recipients who eventually enroll in OUS shows a pronounced increase when examining a particular AA/OT cohort's appearance over time. After five years, fully 64.1% of the 95-96 AA/OT cohort had eventually enrolled in an OUS institution (see Table 8).

The percentage of AS degree holders moving on to the university the year after graduation ranges from 42.1% - 52.4% over the five year time period of this study. For AGS recipients, the range is 17.6% - 23.8%. And for AAS recipients, the range is 5.1% - 6.6%. (See Table 7.) Unlike the slight percentage decline over time for AA/OT holders, the percentages of AS and AAS recipients enrolling in OUS the following year actually has increased (Appendix 12). The percentages for AGS recipients exhibited no discernible trend up or down. And, like the AA/OT degree holders, recipients of other associate's degrees continued to appear for the first time on OUS campuses several years after completing their

degree. After five years, 56.2% of all AS holders (from 995-96) had enrolled in OUS (compared to 47.7% after the first year). For AAS recipients, the percentage after five years was 9.9% (5.2% after the first year) and for AGS recipients, 32.8% (23.8% after the first year). (See Table 8.)

What are the academic majors of community college students who transfer to an Oregon University System institution?

The top ten majors (see Table 9) chosen by 1999-00 associate-degree-receiving students once they enroll at an OUS campus are: business management/administrative services (22.0%); social sciences and history (12.7%); education (8.2%); psychology (8.0%); liberal arts & sciences/humanities (5.1%); English language and literature (4.5%); computer and information science (3.8%); biology and life sciences (3.5%); visual and performing arts (3.1%); and multi/interdisciplinary studies (3.0%) (Table 9). The three most popular areas for bachelor's degrees awarded by OUS during 1999-00 were social sciences (23.5%); humanities/fine arts (16.7%); and business (14.9%).

How do transfer students fare academically after arriving at an Oregon University System campus?

The performance of transfer-activity students compares favorably to native OUS students. Transfer-activity students have, in all OUS courses, an average GPA in the 2.90 to 2.96 range during the time frame of this study. For first-time freshmen the GPA in all courses ranges from 2.77 to 2.82; for other transfer students (transfer students whose last institution was not an Oregon community college), the range is from 2.94 to 3.06; and for all other continuing OUS students, the range is 2.97 to 3.02.

In addition to the overall performance of transfer-activity students, this study outlines transfer-activity students' GPAs in a variety of disciplinary areas and compares their performance to first-time freshmen and other transfer students. In virtually every instance, the academic performance of transfer-activity students is slightly above first-time freshmen and slightly below that of other transfer students as well as continuing OUS students. This trend holds when the various areas within mathematics are examined as well.

How do graduation rates of transfer students compare to "native" Oregon University System students?

Comparing the graduation rates of native OUS students (those first-time freshmen who had persisted through one year) with community college transfer students (those transferring with 45-89 quarter hours), for three different cohorts

(see Table 16), demonstrate that transfer students had graduated 61.9% - 68.3% in six years, while OUS students graduated 65.2% - 70.6% in six years.

When graduation rates are compared by race/ethnicity (for two cohorts), white community college transfer students graduate in the 70.1% - 73.6% range in six years, and Asian/Pacific American transfer students graduate in the 73.0% - 73.45 in six years. Other students of color graduate at lower rates. (See Table 15.)

What is the latest information regarding students who are simultaneously enrolled in an Oregon community college and an Oregon University System institution?

The number of students in Oregon enrolled in BOTH a community college AND an Oregon University System campus (see Appendix 27), has consistently risen from Fall 1995 to Spring 2000 (summers excluded). During Fall 1995, 910 students were simultaneously enrolled and for Spring 2000, 1,428 were simultaneously enrolled. That represents a 57% increase, over five years, in students enrolled in campuses from both sectors at the same time.

During that five year period, those simultaneously-enrolled students, on average, have taken about seven to eight credits at their OUS campus and about five credits at the community college campus.

Transfer Activity in Oregon Postsecondary Education,1996-97 to 2000-01

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Transfer Activity in Oregon Postsecondary Education,1996-97 to 2000-01

Introduction and Purpose

In 1992 the Joint Boards of Education in Oregon (the Board of Education and the Board of Higher Education) formed the Joint Boards Articulation Commission (JBAC) in order to address issues specifically pertaining to student transfer and course/program articulation. In the past decade, the overarching mission of the Commission has been to encourage active cooperation and collaboration among the postsecondary sectors to enhance the transfer function, primarily for Oregon community college students who transition to an Oregon University System (OUS) campus.

JBAC members serve at the pleasure of the OUS Chancellor and the Commissioner of Community Colleges and Workforce Development, who have charged the group, specifically, with:

- advising the Joint Boards on intersector policy issues regarding: student access and transfer; course and program articulation; and implications of data pertaining to transfer students and the transfer function,

- monitoring the implementation of the Associate of Arts/Oregon Transfer Degree (AA/OT) and other transfer degrees (if and when adopted); and making recommendations for revisions to these degrees, when appropriate,

- monitoring policies and practices that affect, or have the potential to affect, the flow of students between the postsecondary sectors; and making reports and recommendations to the appropriate bodies that are responsible for these policies and practices, and

- acting as a problem solving and referral forum for articulation- and transfer-related issues.

It is in response to the first of the above charges ("implications of data pertaining to transfer students and the transfer function") that this current report is issued. Prior to this document, the most complete information on this topic was in the form of the November 2000 study "Students Who Transfer Between Oregon Community Colleges and Oregon University System Institutions: What the Data Say" (Oregon University System, 2000). That comprehensive and popular (widely-requested and distributed) document was subsequently published as a chapter in a volume of *New Directions for Community Colleges* as "Student

Transfer Between Oregon Community Colleges and Oregon University System Institutions" (Arnold, 2001). This report continues, and expands upon, that work by incorporating data from two subsequent academic years and by responding to several important recommendations then made.

Historically, it should be noted that the JBAC has been involved in several other efforts to assemble and disseminate information regarding the student transfer process in Oregon. For example, in 1999, the Joint Boards of Education accepted and endorsed a report on transfer and articulation that was subsequently presented to the 70th Oregon Legislative Assembly. That document, entitled "A Plan for Course and Credit Transfer Between Oregon Community Colleges and Oregon University System Institutions" (Oregon University System, 1999) had been mandated in HB 2387 (ORS 341.425) as passed by the 69th Legislative Assembly in 1997. The JBAC's 1999 "Plan" stipulated, and then fully substantiated, two major premises about the student transfer process in Oregon, namely that (1) course and credit transfer among the public institutions is a successfully completed process in the overwhelming majority of cases, and (2) an effective infrastructure is currently in place to monitor as well as address course and credit transfer issues when they arise.

One of the concluding elements of the Plan was the recommendation for "ongoing data-collection and research efforts" – in order to continue monitoring the course and credit transfer process and to guide future policy making in this area. The most immediate and obvious response to that recommendation was the November 2000 report on transfer activity in the state, utilizing, for the first time, longitudinal data gathered over the years 1995-96 to 1998-99 in the new, joint, "data-match" project of the Oregon University System and the Oregon Department of Community Colleges and Workforce Development. As comprehensive as that study was, however, it was (as stated at the time) a report of progress on a project in its "infancy" (p. iii). Since the publication of the 2000 study, the data-match project has had two more academic years to mature and this document is a report of its current status.

Three of the recommendations from "What the Data Say" (Oregon University System, 2000) addressed additional data needs, with the desire to see further data and analysis in future reports. Specifically, those recommendations were to:

- enhance the follow-up on students in Oregon who earn the Associate of Arts/Oregon Transfer degree, and include tracking of these students more than one year past their degree,

- follow-up on transfer students to assess the academic major pursued after transfer, and

- expand data-collection efforts on students simultaneously enrolled in two-year and four-year campuses.

Given this history, and the specific recommendations from the 2000 report, the purposes of this current study are to:

1. summarize the results of the last five years (95-96/96-97 to 99-00/00-01) of data-matching efforts by the Oregon University System and the Department of Community Colleges and Workforce Development,

2. respond to the "What the Data Say" recommendations of 2000, and

3. discuss the implications of these data for policymakers as well as institutional practitioners.

Context Setting

This current study further contributes to our knowledge and understanding of community college transfer students, especially in Oregon, and it would be appropriate to situate it within the broad range and scope of literature on transfer students. Much of that context was previously provided in the comprehensive literature review of the "What the Data Say" report (Oregon University System, 2000), which stands as a primary reference for the work outlined here.

As previously reported (Oregon University System, 2000), in the research literature on transfer students, several topics have emerged as primary interest areas. These topics include:

- Transfer rates: the proportion of students at community colleges who transfer and ultimately pursue a baccalaureate degree.

  A review of the literature clearly indicates that transfer rates are not computed in a standardized fashion and, therefore, are difficult to compare and assess. Nevertheless, there is some general agreement that the rate and/or number of transfer students from community colleges to baccalaureate-granting institutions has been declining for some time. Many possible explanations have been offered, from the increased focus on community colleges and their students on professional-technical programs (and more immediate employment opportunities) to changing demographics.

- Transfer efficiency: the proportion of credits earned at a community college that ultimately are accepted by the transfer institution (also referred to as "credit acceptance/credit loss").

  The issue of "credit loss" is a real one for transfer students, but studies show a variety of legitimate reasons for a receiving institution to not recognize

courses and credits being submitted for transfer. Another way to look at this is that "non-transferable courses are being submitted to the university."

- Student mobility: patterns of attendance utilized by students as they move between community colleges and four-year institutions;

  Recent research has demonstrated that the notion of the "linear transfer" is outdated. Students do not typically follow the path of high school, to community college, to four-year campus in a linear fashion. Enrollment patterns are very complex, and many students typically attend multiple institutions, often concurrently, in pursuit of their academic goals. Hence, research questions and policy decisions based on the concept of "linear transfer" should be considered suspect.

- Academic performance and "transfer shock": how well students who transferred to a community college perform at the four-year institution (especially as compared to the students who are "native" to the four-year campus).

  There is much literature to support the validity of the "transfer shock" effect (meaning that the academic performance of a transfer student will commonly slip the first term after transferring to a four-year campus). There is also considerable evidence that after the first term, the academic performance of a transfer student rebounds and that he or she may ultimately perform as well as a "native" student on the four-year campus.

- Persistence to graduation: by transfer students once they reach the baccalaureate level.

  Many researchers continue to assert that students who first attend a community college are disadvantaged if they ultimately decide to pursue a bachelor's degree. That is, while the two-year college may open up access to postsecondary education, it may not provide equal opportunity in leading to a four-year degree. This issue is one that continues to be debated.

  The persistence of transfer students at four-year institutions is not much studied. The data that exist in this area suggest that, as with native, residential students, "academic and social integration" into the structure of the four-year campus are key factors. One study indicated that student intent, academic performance, and academic satisfaction were all key in keeping a transfer student on track in pursuit of a bachelor's degree.

Given this very brief review of topics in the transfer student literature, the most current data specific to the state of Oregon are now presented.

Methods and Data Sources

The data utilized in this report have been collected by the Oregon Department of Community Colleges and Workforce Development (CCWD) and the Oregon University System (OUS). Every year (since 1995-96), CCWD and OUS staff have collaborated in the data-match project whereby the social security numbers (SSNs) of all community college students and all OUS students are compared. Demographic, performance and other information about these "transfer students" [defined, broadly, as *those students who were enrolled for credit in an Oregon community college one year (at any campus at any level of activity) and then enrolled at an Oregon University System campus the next (at any campus, any status, at any level of activity)*] may be extracted from a match of these SSNs. By comparing student records from the two sectors in this manner, the definition of "transfer student" is greatly expanded over the traditional OUS definition ("transfer students" have historically been defined by the OUS as those *admitted* students who presented a minimum number of hours of college-level work as evidence of eligibility for admission). Using these data, then, it is possible to obtain a much broader picture of the scope of ***transfer activity***, as well as to gauge, on a more global level, the performance of students once they make the transition from community college to university-level work.

Of course, utilizing such a broad definition of "transfer" is, at best, non-standard. And some may argue that the definition is problematic given the caveats that must be considered. Captured in this definition, for example, are students such as (1) "reverse transfers" (university students who may enroll for a community college course only during the summer); (2) co-enrolled students (individuals simultaneously attending both a community college and a university); (3) graduate students enrolled in a lower-division credit-bearing course for personal enrichment purposes; and (4) non-admitted university students (attending part time and may not be seeking a degree). Given these considerations, the term ***transfer activity*** is the one preferred in this report to indicate the broader-than-conventional view that is is being taken. It is recommended that this expanded definition always be kept in mind when examining and interpreting the data presented herein.

Additional points about these data are:

- In the tables and appendices that appear in and accompany this report, data from five consecutive years are summarized (up through 2000-01, the most recent year for which data are available).

- Designations for data labeled as "94-95/95-96" (and others similarly labeled) should be interpreted as "Oregon community college students enrolled during 1994-95 who were subsequently enrolled in OUS during 1995-96." (See the description of the term ***transfer activity*** herein.)

- The "What the Data Say" report of 2000, which preceded this one, began with data from 94-95/95-96. This was the study's "pilot year." This report omits the use of these data.

Results

The data, upon which this report is built, are found, in their greatest detail, in the Appendices. Readers who desire and/or require the most comprehensive look are advised to refer to those tables. Summaries of Appendix-level data are presented in this, the "results" section. This section is divided into several subsections (see "A" through "G" below).

A. Total Transfer Activity: Oregon and Western States

As indicated in the previous section, ***transfer activity*** is defined as the *total number of students who were enrolled for credit in an Oregon community college one year (at any campus at any level of activity) and then enrolled at an Oregon University System campus the next (at any campus, any status, at any level of activity).* Appendix 1 (data appendices begin on page 44) outlines Oregon's total transfer activity for the 1996-97 through the 2000-01 academic years. Appendix 2 compares the total transfer activity to the numbers of ***admitted transfers*** (those undergraduate students who apply, are accepted on the basis of an evaluation of academic work completed at a community college, and, eventually, matriculate) in Oregon, as well as for the Washington and California public universities.

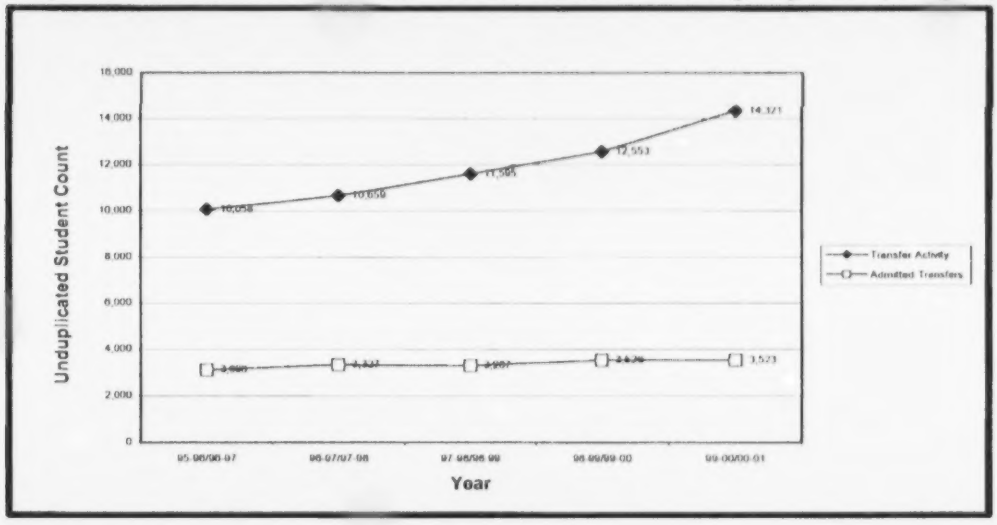
Below, Table 1 outlines the difference between admitted community college transfer students and total transfer activity in Oregon for the five years of this study.

Table 1. Comparison of Community College Admitted Transfer Students to Total Transfer Activity, by Year

Academic Year	*Admitted Transfers*	*Transfer Activity*
1996-97	3,096	10,058
1997-98	3,327	10,659
1999-99	3,287	11,595
1999-00	3,526	12,553
2000-01	3,523	14,321

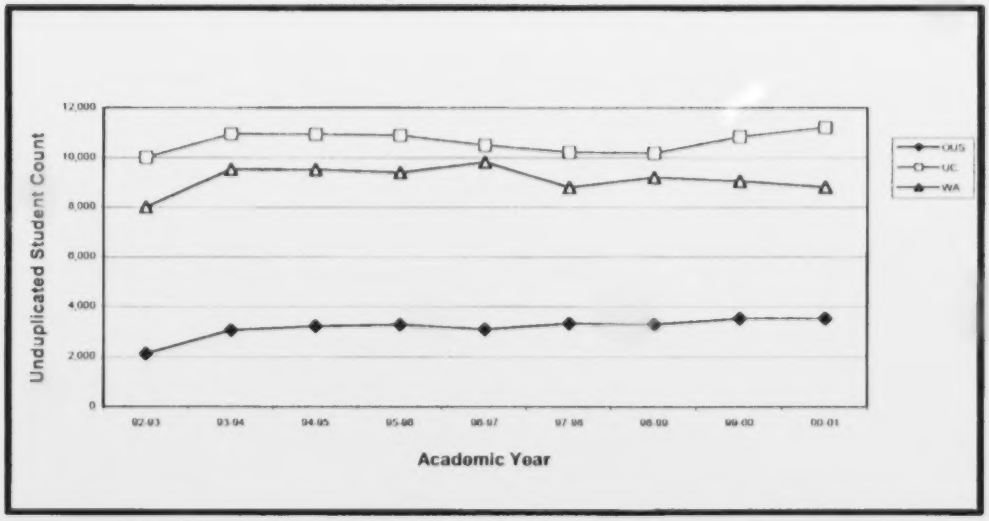
Graph 1 provides an illustration of these data.

Graph 1. Admitted Transfers and Total "Transfer Activity" by Year (Oregon)



Graph 2 compares admitted community college transfer data from OUS, Washington state public baccalaureate-granting institutions, and the University of California system.

Graph 2. Admitted Community College Transfers in Western States by Year



The definition of transfer activity adopted in this study is a fairly broad one. Community college students are counted as transfer activity students if they were enrolled in a credit-bearing course—including all those involved in traditional academic as well as vocational programs—and then enrolled in OUS the following year. On the university side of the transfer process, students at all

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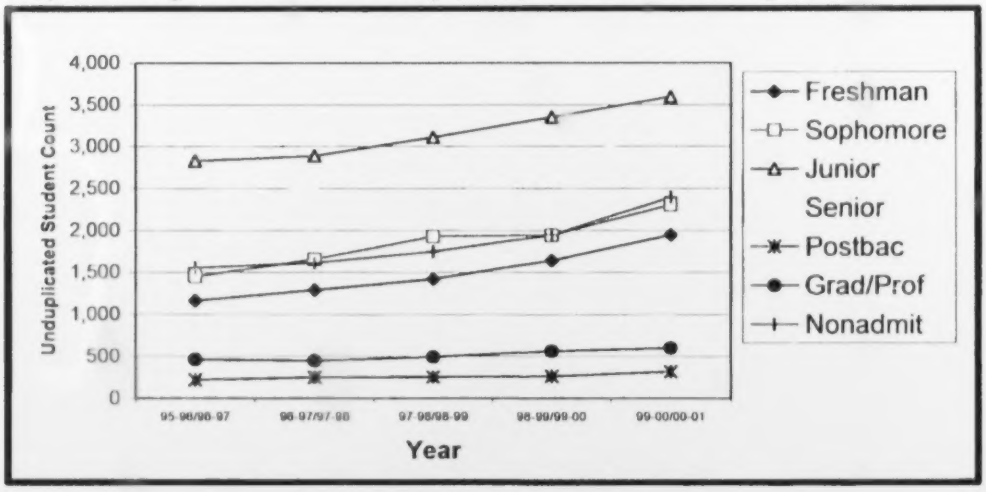
undergraduate levels (freshmen through senior) are counted, as are other admitted and non-admitted post-baccalaureate and graduate/professional students—as long as they are enrolled in a community college credit-bearing course the previous year.

At what specific point, or at what student level, do students engage in this activity of transitioning from a community college to a university? Graph 3 (from Appendix 3) provides some insight into this question. The highest number of students transfer when they have accumulated enough college credits to be classified a junior in class-standing. After that, the order is: seniors, sophomores, all non-admits (undergraduate as well as graduate), and then freshmen. Interestingly, as the graph illustrates, post-baccalaureate students as well as graduate & professional students participate in this process as well.

Graph 3. Oregon Transfer-Activity Student-Level Counts by Year



A detailed table illustrating the numbers of admitted undergraduate, community college transfers into OUS by academic year and community college is provided in Appendix 4.

Of course, the Oregon University System admits transfer students from campuses other than Oregon community colleges. Table 2 illustrates the number and source of these students, by year, as well as the total number of sending institutions involved.

Table 2. Transfer Students Admitted to OUS Whose Last Institution Attended Was Not an Oregon Community College, by Year*

Academic Year	Other Transfers: Total	From Oregon	From Another State	Unknown Origin	Number of Sending Institutions
1996-97	4,254	1,439	2,125	690	414
1997-98	4,465	1,472	2,173	820	427
1998-99	4,244	1,274	1,958	1,012	426
1999-00	4,356	1,466	2,161	729	463
2000-01	4,669	1,420	2,172	1,077	504

*Source: Oregon University System IRS

B. Demographics of Oregon Community-College Transfer-Activity Students

During the time span covered by this study, female students make up the majority of students engaged in transfer activity. And, in fact, the percentage of female students has shown a consistent increase over these five years, from 52.6% to 55.8%. In terms of residency status (for the purposes of assessing the OUS instruction fee), Oregon residents are the vast majority engaged in transfer activity; in 2000-01, 95.8% of admitted undergraduates who transferred from an Oregon community college were assessed resident tuition by the receiving OUS campus. See Table 3 for a summary of these data year by year. (The detailed table showing the individual community college distribution is found in Appendix 5.)

Table 3. Gender and Residency Status of Transfer-Activity Students (Admitted OUS Undergraduate Students Only), by Year

Year	Percent Female	Percent Male	Percent Oregon Resident	Percent Non-Resident
Total Transfer Activity				
95-96/96-97	52.6	47.4	94.3	5.7
96-97/97-98	53.0	47.0	94.2	5.8
97-98/98-99	54.2	45.8	95.0	5.0
98-99/99-00	54.5	45.5	95.2	4.8
99-00/00-01	55.8	44.2	95.8	4.2
OUS Native: First-time Freshmen				
00-01	50.3	49.7	75.1	24.9

Table 4 outlines the distribution by race for all transfer-activity students. (The table has been abbreviated by omitting percentages for nonresident alien students as well as the "unknowns.") Compared to all students enrolled in OUS, transfer-activity students have a slightly higher percentage of white (non-Hispanic) students; transfer-activity students lag somewhat behind all OUS students in the percentage of African American or Black students.

Table 4. Racial Distribution of Total Transfer-Activity Students, by Year*

Year	Percent Asian/ Pacific American	Percent African American or Black	Percent White	Percent Hispanic/ Latino	Percent American Indian/ Alaska Native
Total Transfer Activity					
95-96/96-97	7.5	1.2	74.3	3.3	1.4
96-97/97-98	7.4	1.2	74.9	3.5	1.7
97-98/98-99	7.0	1.3	74.7	3.3	1.4
98-99/99-00	6.7	1.3	76.0	3.3	1.5
99-00/00-01	6.8	1.6	76.3	3.6	1.5
All Community College Students					
1999-00	2.6	1.4	60.8	5.5	1.4
All OUS Students					
2000-01	6.3	1.7	73.1	3.2	1.3

**Totals do not add to 100% because nonresident aliens and "unknowns" have not been included in this table. See Appendix 6 for complete detail.*

C. Transfer Activity of LDC-Enrolled and Degree Completers

Appendix 7 details the number and percentage of students enrolled in lower-division collegiate[1] (LDC) areas at a community college one year, then enrolled at an OUS institution the next. This is just one of many ways that a "transfer rate" may be calculated. In this case, the number of all students at a community college who transfer in a given year is divided by the number expressing an intent to eventually transfer. Although the number of LDC students has risen considerably during the five-year time period covered by this study (from 51,183 to 65,774), the transfer rate of those students has remained essentially constant at about 14%.

Table 5. Lower-Division Collegiate Transfer-Activity Students, by Year

Year	Total Number of LDC Students	LDC Students Who Transfer	Percent of LDC Students Who Transfer
95-96/96-97	51,183	7,269	14.2
96-97/97-98	55,081	7,813	14.2
97-98/98-99	57,207	8,158	14.3
98-99/99-00	60,948	8,508	14.0
99-00/00-01	65,744	9,222	14.0

[1] "Lower-division collegiate" is defined in Oregon Administrative Rule (589-006-0200) to be "areas of instruction, including a representative range of academic and professional fields, which parallel the offerings of the first two years of the four-year institutions, carry regular transfer credit, and...are generally accepted for transfer credit by higher education institutions."

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Appendix 9 outlines the transfer activity of students who received the Associate of Arts/Oregon Transfer (AA/OT) degree one year and then enrolled at an OUS campus the next. Appendix 10 shows the average number of credits transferred each year by those AA/OT degree recipients. Table 6 provides a summary of these data for the five years of this study.

Table 6. Students Completing an Oregon Transfer Degree (AA/OT) One Year and Then Enrolling in an Oregon University System Institution the Next, Including Average Credits Transferred

Year	*Total AA/OTs*	*Total AA/OTs Transferring*	*Percent of AA/OTs Transferring*	*Average Credits Transferred*
95-96/96-97	1,692	937	55.4	101
96-97/97-98	1,902	1,021	53.7	101
97-98/98-99	1,924	1,028	53.4	101
98-99/99-00	1,913	982	51.3	101
99-00/00-01	1,983	1,048	52.8	101

Table 7. Students Completing An Associate's Degree One Year Then Enrolling in an Oregon University System Institution the Next (Total Number of Degrees Awarded, by Year, and the Percentage of Students Receiving Them Who Then Enrolled in OUS)

Year	*Total AS*	*Percent AS Transfer*	*Total AGS*	*Percent AGS Transfer*	*Total AAS*	*Percent AAS Transfer*
95-96/ 96-97	331	47.7	433	23.8	2,176	5.2
96-97/ 97-98	114*	42.1	284	17.6	2,548	6.1
97-98/ 98-99	356	50.6	386	22.5	2,375	5.5
98-99/ 99-00	347	53.9	384	23.7	2,313	5.1
99-00/ 00-01	351	52.4	426	21.6	2,483	6.6

**Data for Portland Community College are missing for this academic year.*

Appendices 11a-11e offer detail regarding the transfer activity of community college students who earn *another* type of associate's degree on year—that is an Associate of Science, an Associate of General Studies, or an Associate of Applied Science degree—and then transfer to an Oregon University System institution the following year. Table 7 provides a summary of these data (see, also, Appendix 12).

Table 8 takes another kind of look at the transfer activity of students who receive an associate's degree at an Oregon community college. This table summarizes the information found in Appendices 13a-13d, and illustrates that, over time, the number and percent of degree recipients who eventually appear at an OUS campus increase in a significant manner.

Table 8. Students Completing an Associate's Degree in 95-96 and Then Enrolled at an OUS Institution in a Subsequent Year, by Degree Type

Degree Type	*Degrees Awarded in 95-96*	*Transferred to OUS by 96-97*	*Percent Transferred to OUS by 96-97*	*Transferred to OUS by 00-01*	*Percent Transferred to OUS by 00-01*
AA/OT	1,692	937	55.4	1,085	64.1
AS	331	158	47.7	186	56.2
AGS	433	103	23.8	142	32.8
AAS	2,176	114	5.2	215	9.9
Total	4,632	1,312	28.3	1,628	35.2

Not shown in the above table, but available from Appendix 14, is the information that of the 1,902 AA/OT recipients of 96-97, 53.7% transferred the following year (97-98) and that, by 00-01, 60.8% had enrolled at an OUS campus.

D. Academic Majors of OUS-Enrolled Transfer-Activity Students

Appendices 15a-15c detail the academic majors claimed by associate's degree recipients once they have transferred to an OUS campus. An abbreviated snapshot of those data are included below in Table 9, which, for the 99-00/00-01 cohort, shows the top ten majors (in descending order) selected by associate-degree-receiving transfer students.

Table 9. Top Ten University Majors Declared by 1999-00 Oregon Community College Associate-Degree-Receiving Students Enrolled at an OUS Institution During 2000-01 (by CC Degree Awarded and University Discipline)

Major	*AA/OT*	*AS*	*AGS*	*AAS*	*Total*	*Percent of Total*
Bus Mgmt, Admin Services	193	79	14	29	315	22.0
Soc Science and History	146	12	7	17	182	12.7
Education	105		8	4	117	8.2
Psychology	93	8	6	7	114	8.0
Liberal Arts & Sci, Humanities	63	2	4	4	73	5.1
English Lang and Lit	52	7	6		65	4.5
Computer & Info Science	42	8	1	4	55	3.8
Bio and Life Sciences	37	8	2	3	50	3.5
Visual and Performing Arts	35	2	2	5	44	3.1
Multi/Interdisc Studies	34	3	3	3	43	3.0

E. Academic Performance of Transfer-Activity Students

The data presented in this section address the question: "How well do community college students perform academically after they enroll in an OUS institution?"

Table 10 summarizes, for the five years of this study, the mean grade point average (GPA) data for all transfer-activity students enrolled in graded courses during the first year after transfer. (The detailed, individual community college distribution appears in Appendix 16.)

Table 10. Academic Performance (GPA) of Transfer-Activity Students in All Oregon University System Courses (by Year)

Year	*All Undergraduate Transfers*	*GPA for All Courses*
95-96/96-97	7,616	2.90
96-97/97-98	8,138	2.92
97-98/98-99	8,865	2.94
98-99/99-00	9,515	2.96
99-00/00-01	10,814	2.91

By way of comparison, and to place the academic performance of transfer-activity students in context, the GPA for all OUS courses for first-time freshmen ranges from 2.77 to 2.82 over the five years of this study; for other transfer students (transfer students whose last institution was not an Oregon community college), the range is from 2.94 to 3.06; and for all other continuing OUS students, the range is 2.97 to 3.02 (see Table 11, below, as well as Appendix 16).

The next several tables in this section provide different ways of looking at the macro-level performance data just outlined. First, the mean GPAs of transfer-activity students who earned associate's degrees is examined. Table 11 outlines, year by year, the academic performance at OUS of AA/OT, AS, AGS, and AAS degree holders during their first year after transfer. Also included in the table are the mean GPAs of first-time freshmen and transfer students who came to OUS from a campus *other* than an Oregon community college. (Individual community college data is presented in Appendix 17, and additional detail is also provided in Appendix 18.)

Table 11. Academic Performance (GPA) of Transfer-Activity Students Who Completed an Associate's Degree (by Degree Type, by Year, Compared to First-time Freshmen and Other Transfer Students)

Year	*AA/OT*	*AS*	*AGS*	*AAS*	*First-time Freshmen*	*Other Transfers*
95-96/ 96-97	3.04	3.09	2.99	3.02	2.78	3.01
96-97/ 97-98	3.07	2.82	2.77	3.04	2.78	3.03
97-98/ 98-99	3.12	3.04	2.95	2.95	2.80	3.06
98-99/ 99-00	3.09	3.12	3.00	3.09	2.82	3.05
99-00/ 00-01	3.06	3.16	3.06	3.15	2.77	2.94

Next, in Table 12a, from Appendix 19, the performance of transfer-activity undergraduate students is reported in courses that are sorted by disciplinary area.

Table 12a. Academic Performance (GPA) of All Undergraduate Transfer-Activity Students by Disciplinary Area (by Year)

Year	Arts & Letters	Sciences	Social Sciences	Foreign Languages	English Composition
95-96/96-97	3.04	2.65	2.83	3.01	3.06
96-97/97-98	3.01	2.69	2.88	3.05	3.05
97-98/98-99	3.03	2.72	2.90	3.07	3.10
98-99/99-00	3.08	2.74	2.89	3.09	3.08
99-00/00-01	2.93	2.69	2.85	3.10	3.04

For the sake of comparison, the analogous performance data is presented, in Table 12b, for first-time freshmen (the "FTF" columns) and for transfer students who entered OUS from other than an Oregon community college (the "OT" columns). In general, the data show that Oregon community college students: (a) slightly outperform native freshmen students, and (b) are slightly outperformed by transfer students from other sources.

Table 12b. Academic Performance (GPA) of OUS First-Time Freshmen (FTF) and "Other Transfers*" (OT) by Disciplinary Area (by Year)

Year	Arts & Letters		Sciences		Social Sciences		Foreign Languages		English Composition	
	FTF	*OT*	*FTF*	*OT*	*FTF*	*OT*	*FTF*	*OT*	*FTF*	*OT*
95-96/ 96-97	2.87	3.17	2.55	2.78	2.57	2.94	3.01	3.19	3.00	3.22
96-97/ 97-98	2.87	3.14	2.54	2.84	2.54	2.95	3.07	3.22	3.00	3.16
97-98/ 98-99	2.88	3.16	2.59	2.84	2.59	3.00	3.12	3.25	3.02	3.30
98-99/ 99-00	2.90	3.14	2.62	2.85	2.62	2.98	3.11	3.31	2.96	3.20
99-00/ 00-01	2.62	2.90	2.61	2.76	2.65	2.83	3.07	3.18	2.99	3.22

"Other transfer" students are those entering OUS from other than an Oregon community college.

In comparable form to the tables just presented, and extracted from Appendix 20, data are now presented that illustrate the academic performance in math classes for, first (Table 13a), undergraduate transfer-activity students, and then (Table 13b), for first-time freshmen (the "FTF" columns) and for transfer students who entered OUS from other than an Oregon community college (the "OT" columns). The same performance pattern tends to hold in math classes as for the disciplinary areas outlined above; transfer-activity students place between first-time freshmen and other transfers in terms of performance.

Table 13a. Academic Performance (GPA) of All Undergraduate Transfer-Activity Students in OUS Math Courses (by Year, by Math Course Type)

Year	College Algebra	Pre-Calculus	Calculus	Math Beyond Calculus	All Math Courses
95-96/96-97	2.46	2.42	2.48	2.67	2.52
96-97/97-98	2.37	2.37	2.49	2.72	2.48
97-98/98-99	2.50	2.34	2.55	2.64	2.50
98-99/99-00	2.59	2.49	2.57	2.80	2.60
99-00/00-01	2.55	2.41	2.48	2.71	2.51

Table 13b. Academic Performance (GPA) of OUS First-Time Freshmen (FTF) and "Other Transfers*" (OT) OUS Math Courses (by Year, by Math Course Type)

Year	College Algebra		Pre-Calculus		Calculus		Math Beyond Calculus		All Math Courses	
	FTF	*OT*	*FTF*	*OT*	*FTF*	*OT*	*FTF*	*OT*	*FTF*	*OT*
95-96/ 96-97	2.40	2.63	2.55	2.50	2.70	2.61	2.94	2.66	2.54	2.60
96-97/ 97-98	2.36	2.63	2.67	2.74	2.70	2.68	2.78	2.78	2.51	2.70
97-98/ 98-99	2.35	2.68	2.62	2.64	2.75	2.67	2.80	2.71	2.51	2.68
98-99/ 99-00	2.46	2.75	2.71	2.74	2.72	2.59	2.93	2.65	2.58	2.70
99-00/ 00-01	2.48	2.60	2.61	2.60	2.68	2.53	2.79	2.66	2.47	2.57

"Other transfer" students are those entering OUS from other than an Oregon community college.

Finally, in terms of looking at academic performance of transfer-activity students, data outlining the activity and performance in remedial mathematics, after transfer to an OUS campus, is presented. Table 14 provides the total number of undergraduate transfer-activity students, as well as the number and percentage of those students who participate in remedial mathematics courses (defined as those that have course numbers below 100). Although the numbers participating in such courses on OUS campuses is relatively modest, a slight upward trend is noted for the five year duration of this study.

Table 14. Undergraduate Transfer-Activity Students Taking Remedial Mathematics* After Transfer to an OUS Institution

Year	Undergraduate Transfer-Activity Students	Number Taking Remedial Math	Percent Taking Remedial Math
95-96/96-97	7,820	138	1.8
96-97/97-98	8,348	182	2.2
97-98/98-99	9,098	221	2.4
98-99/99-00	9,778	247	2.5
99-00/00-01	11,007	332	3.0

*"Remedial mathematics" is defined as any course with a number below 100

Appendices 21a and 21b provide comparable participation-rate data for first-time freshmen and other transfer students. For example, for 99-00/00-01, of the 4,669 students in the "other transfer" category, 335 (2.2%) had enrolled in remedial mathematics. Of the 7,818 first-time freshmen in 00-01, 989 (12.7%) had so enrolled.

F. Retention and Graduation of Community-College Transfer Students

The data presented here are not taken from the data-match effort of OUS and CCWD. Rather, what follows, for sake of completeness, are data collected centrally by OUS on admitted transfer students. In this subsection, the retention and graduation of transfer students of color are addressed, as well as a comparison, overall, of the graduation rates of transfer students to native OUS students.

Appendix 22 outlines retention and graduation data for the 1993-94 entering cohort of transfer students to OUS. For comparison purposes, the identical data set is presented, in Appendix 23, for the 1995-96 cohort. Table 15 summarizes these transfer-student data for students of color. When examining these data, it may be helpful to compare each group to the overall transfer-student totals for each cohort, namely that:

- for the 1993-94 cohort, after six years (1999) 1.7% were continuing, 69.8% had graduated, and 28.5% had stopped out; and
- for the 1995-96 cohort, after six years (2001) 2.2% were continuing, 73.4% had graduated, and 24.3% had stopped out.

Table 15. Retention and Graduation of Community College Transfer Students,* by Race, 1993-94 & 1995-96 Cohorts, Six Years After Entry (1999 & 2001)

	93-94 Students	*Percent of Total (within group)*	*95-96 Students*	*Percent of Total (within group)*
African American or Black				
Continuing	1	3.6	1	4.5
Graduated	15	53.6	16	72.7
Stopped Out	12	42.9	5	22.7
American Indian/Alaska Native				
Continuing	0	0.0	2	3.8
Graduated	26	57.8	34	64.2
Stopped Out	19	42.2	17	32.1
Asian/Pacific American				
Continuing	2	1.4	4	2.2
Graduated	105	73.4	130	73.0
Stopped Out	36	25.2	44	24.7
Hispanic/Latino				
Continuing	2	3.7	5	6.7
Graduated	34	63.0	48	64.0
Stopped Out	18	33.3	22	29.3
White				
Continuing	34	1.7	38	2.0
Graduated	1,422	70.1	1,414	73.6
Stopped Out	572	28.2	468	24.4

**Includes students transferring within OUS after initial enrollment*

Next, the overall graduation rates of native OUS students and community college students are compared. The difficulties in making such a comparison have been discussed in a previous report (Oregon University System, 2000). The data in Table 16 (a duplication of Appendix 24) continues the previously-established reporting method, by looking at native OUS first-time freshmen who persisted through their first year and comparing their graduation rates to community college students who entered OUS with at least 45 earned credit hours, but less than 90. This choice was made in the attempt to examine graduation rates of comparable populations of students, that is, both cohorts had exhibited academic success at the postsecondary level by completing at least one full year of college-level work.

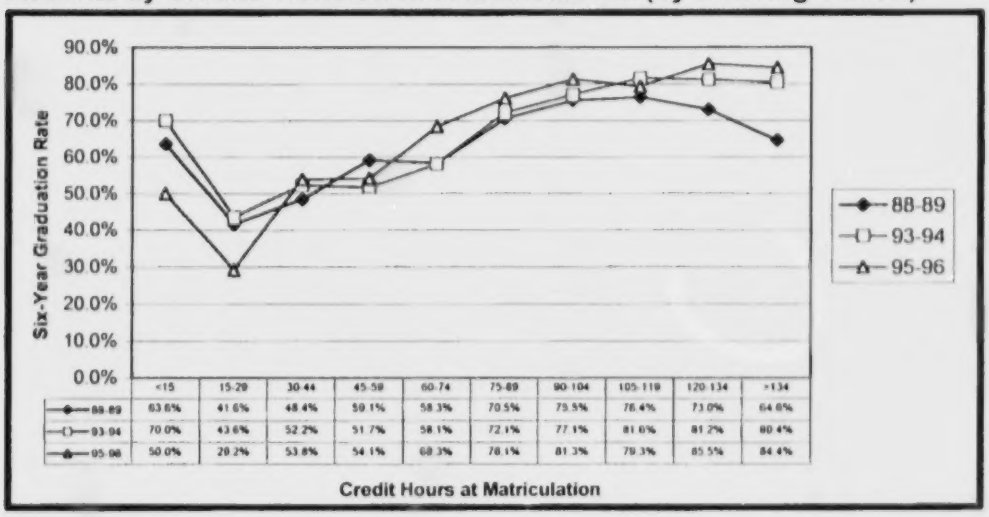
Table 16. Graduation Rates of OUS First-Time Freshmen* and Community College Transfer Students (by Entering Cohort)**

Cohort	First-Time Freshmen			Community College Transfers		
	Total N	Graduating in 6 Years	Percent Graduating	Total N	Graduating in 6 Years	Percent Graduating
88-89	5,974	3,894	65.2	680	421	61.9
93-94	4,986	3,370	67.6	988	613	62.0
95-96	5,422	3,830	70.6	865	591	68.3

**First-time freshmen: those who persisted through one year*
***Community college transfers: those with 45-89 quarter credit hours earned at transfer*

To further expand the graduation-rate data for transfer students, Graph 4 presents, for the three cohorts just presented in Table 16, the graduation rates by credit hours earned at matriculation to an OUS campus.

Graph 4. Six-Year OUS Graduation Rate of Community College Transfer Students by Credits Transferred at Matriculation (by Entering Cohort)



Finally, for the 1995-96 community college transfer student cohort only, Tables 17 and 18 offer data that speak to the average number of credits earned at graduation. Table 17 (a duplication of Appendix 25) gives the breakout by community college source, and Table 18 (a duplication of Appendix 26) presents a comparison of credits at graduation for both native OUS students and transfer students, arranged by disciplinary area.

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Table 17. Mean Cumulative Credits at Graduation for Community College Transfer Students, 1995-96 Fall Cohort (by Community College)

Community College*	N	OUS Credit Average	Transfer Credit Average**	Overall Credit Average at Graduation
BMCC	40	98.5	112.2	210.7
COCC	93	107.0	101.0	208.0
CHEMEK	196	111.5	96.5	207.9
CLACK	160	112.7	96.0	208.7
CLAT	15	110.6	86.6	197.2
CGCC				
KCC				
LCC	324	111.8	93.4	205.1
LBCC	132	109.8	96.3	206.1
MHCC	201	114.5	93.9	208.4
OCCC				
PCC	481	114.6	96.9	211.5
RCC	59	118.6	96.1	214.7
SWOCC	41	115.5	98.9	214.3
TBCC				
TVCC	15	110.7	107.4	218.1
UCC	63	107.3	96.1	203.4
Total	**1820**	**112.3**	**96.3**	**208.6**

**A list of abbreviations for Oregon community colleges (as well as Oregon University System institutions) is available in Appendix B.*

***Cumulative transfer credit may include credit earned at an institution other than an Oregon community college. Transfer credit may also be earned after matriculation at an OUS institution.*

Table 18. Mean Cumulative Credits at Graduation for Native OUS Students and Community College Transfers, 1995-96 Fall Cohort (by Disciplinary Area)

Disciplinary Area	*Native OUS Students**		*Oregon Community College Transfers*			
	N	Average Hours	N	OUS Credit Average	Transfer Credit Average**	Overall Credit Average
Agric&Forest	221	195.0	98	112.0	99.3	211.3
Architecture	41	239.1	11	189.9	89.2	279.1
Biological Sci	186	210.0	76	122.6	98.5	221.0
Business	639	195.4	301	107.3	96.2	203.6
Com/Journalism	208	191.9	52	110.8	83.4	194.2
Comp Science	75	204.9	31	122.0	94.5	216.5
Education	179	202.9	70	113.3	98.4	211.7
Engineering	217	215.6	153	124.8	107.8	232.6
Health Sci	114	219.0	62	142.6	105.4	248.0
Humanities&FA	589	198.9	229	117.4	93.4	210.8
Mathematics	29	204.6	7	107.3	104.7	212.0
Physical Sci	55	207.2	23	125.8	93.9	219.7
Social Sci	828	191.3	479	102.8	92.0	194.9
Other	541	195.9	228	107.6	98.9	206.5
Total	**3,922**	**198.6**	**1,820**	**112.3**	**96.3**	**208.6**

**OUS native students are admitted as first-time freshmen on the basis of their high-school performance (including a limited amount of transfer credit); this cohort carried a full-time course load during their first term of attendance. Includes continuing education enrollment and credit.*

***Cumulative transfer credit may include credit earned at an institution other than a Oregon community college. Transfer credit may also be earned after matriculation at an OUS institution.*

Other notes: Both cohorts include students transferring within OUS after initial enrollment. Because cumulative institutional and/or transfer credit was unavailable for some students, the total Ns in this table are smaller than the number of students who earned a degree.

G. Students Simultaneously Enrolled at an Oregon Community College and an OUS Institution

Appendix 27 presents five years of simultaneous-enrollment data in Oregon. The number of students who, through the data-match process, have been shown to be enrolled in both sectors for credit courses, term-by-term, are presented. Also detailed in that appendix is the average number of credit hours enrolled in each sector by those co-enrolled students. Graph 5 presents the number of co-enrolled students in graphical form for each term of the five academic years of this study.

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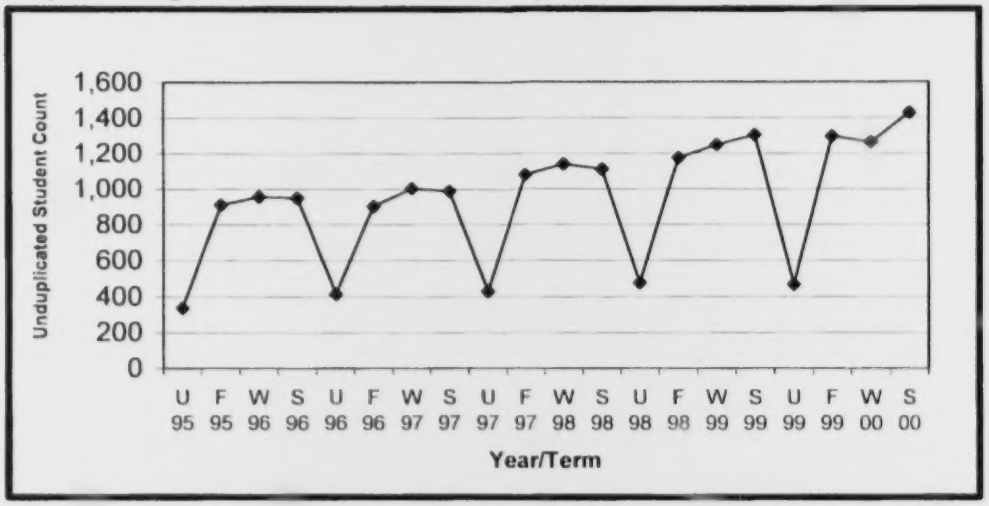
Graph 5. Oregon Co-Enrolled Students by Year/Term



Synthesis, Discussion & Implications

The amount of information just presented in the "Results" section is considerable. This section of the report presents a brief synthesis of the major points just outlined, and includes a discussion of several implications. [Note: each subsection here is labeled to match the corresponding subsection from "Results."]

A. Total Transfer Activity: Oregon and Western States

Synthesis: The total number of admitted transfers to OUS from Oregon community colleges, during the five-year timeframe of this study, has increased from 3,096 students during the 1996-97 academic year to 3,523 students during 2000-01. This represents an increase of 13.8%. The total transfer activity, in the meantime, has increased from 10,058 students to 14,321 students during the same period, an increase of 42.4%.

The only data available from other states for comparison purposes are those for admitted transfer students. Comparing 1996-97 data to 2000-01 data (see Appendix 2), the percentage changes in admitted transfer students are as follows: Washington state 4-year publics: -10.4%; California State University system: -0.9%; University of California system: +3.2%. As reported previously (Oregon University System, 2000), the flow of students from the community colleges to universities in the public sector of Oregon is robust, especially when compared to similar activity in neighboring Western states. The inter-sector flow of students is especially impressive when total transfer activity is considered.

When the data in Appendix 3 are examined to help explain the large increase of overall transfer activity, it appears that the most dramatic source of increased activity is due to freshmen and sophomore students. That is, while juniors persist in making up the largest proportion of transfer-activity students (and, in fact, increased in number by 27.2% over the course of the time period covered by this study), freshmen transfer-activity students increased by 67.2% and sophomores by 58.7%.

Discussion & Implications: Transfer rates continue to demand much attention on the part of policy researchers, institutional representatives interested in enrollment management issues, as well as the general public. For example, a Baltimore Sun article in July 2002, headlined "College decline creates concern," cited an April 2002 report by the Maryland Higher Education Commission (Maryland Higher Education Commission, 2002) that lamented a "troubling trend: fewer community college students are transferring to a four-year colleges or staying in school long enough to obtain associate's degrees" (MacGillis, 2002). Evidently, the transfer-student trends exhibited in Washington and California, that seem to point to generally declining numbers of transfer students, are also being discussed elsewhere. Indeed, the experience of several states appears consistent with Barkley's (1993, p. 41) observation that a "decline in transfer rates has been noted consistently in the literature."

The experience of Oregon in the past five years does not appear to be in line with reported national trends in the transfer-student arena. While no data exist from other states that are comparable to the "transfer activity" data reported here, the fact remains that the number of admitted transfer students in Oregon has risen 13.8% during the time period of this study, while the total transfer activity has show an incredible increase of 42.4%.

A natural inference to be drawn from these data is that, if robust transfer student activity is a desired goal of the community colleges and baccalaureate-granting institutions in Oregon, then Oregon is meeting that goal. While other states are lamenting the "declining transfer rates," Oregon is experiencing enhanced activity in this area.

Why is Oregon bucking the national trend with regard to transfer students? The data do not answer that question, so only speculation can be offered. It is the opinion of the Joint Board Articulation Commission (JBAC) that during the course of the last decade, especially, the community colleges and Oregon University System campuses have focused on working together to provide for the needs of students. The development and implementation of the Associate of Arts/Oregon Transfer (AA/OT) degree and the proliferation of several OUS-community college partnership arrangements (many of the dual-enrollment/co-admission variety) have all blossomed over the last few years and, as common wisdom has it, have made the transfer experience an easier one for students. Further, compared to many other states that are reporting downtrends in transfer student activity,

Oregon is a "small state." We have only seven campuses in the University System and just seventeen community colleges. In Oregon, the sense is, we "know," oftentimes personally, our colleagues at other postsecondary institutions who are similarly committed to the service of students and enhancing the student experience. Hence, a sense of community in the Oregon postsecondary sectors may exist that is not, and cannot be, duplicated in other, larger, and more complicated and diverse, states. All of these factors may work to facilitate the transfer student process here. It is possible, of course, that undetermined demographic, social, and/or other factors are at play. However, given that that Oregon appears to be doing things "right," it would be helpful to have research information that supports (or refutes) the JBAC's bits of "common wisdom."

B. Demographics of Oregon Community-College Transfer-Activity Students

Synthesis: Data regarding the distribution of transfer-activity students illustrate that:

- the majority are female (ranging from 52.6% to 55.8% during the five years of this study; Table 3);
- an overwhelming percentage (of admitted undergraduate transfers) are residents for tuition purposes (ranging from 94.2% to 95.8% during the five years of this study; Table 3); and
- the racial/ethnic distribution of transfer activity students closely approximates the distribution for all OUS students (Table 4).

Discussion & Implications: As indicated previously, the gender composition of transfer-activity students in Oregon is increasingly female, with women representing 55.8% during 2000-01. This compares to a female percentage of 52.6% of all OUS undergraduates (source: OUS Fact Book 2000). Interestingly, the female population at Oregon community colleges generally was reported to be just 44.2% during 2000-01 (source: OCCURS, Department of Community Colleges and Workforce Development) while in Washington State, 55.8% of all community college students were female (source: Washington State Board for Community and Technical Colleges). The predominance of women in the Oregon postsecondary landscape reflects the nation in this regard. A recent report by the American Council on Education (Choy, 2002) indicates that, in 1999-2000, 55% of all undergraduates at U.S. baccalaureate-granting institutions were female.

With regard to transfer students' residency status, during the period of this study around 95% of all community college students are Oregon residents for tuition purposes. For the overwhelming majority, then, OUS students who previously attended an Oregon community college found themselves assessed with Oregon resident tuition. It follows that a small percentage, upon transferring to an OUS campus, were assessed non-resident tuition. For these students, it sometimes

comes as a shock that they can be assessed resident tuition at a community college, but because of the differences in the residency rules between the two sectors, they can still be assessed non-resident tuition once they reach OUS. For a small but finite number of students, as information forwarded to the Joint Board Articulation Commission from the Interinstitutional Residency Committee indicates, this can be a painful adjustment. Work is currently underway between the OUS Office of Academic Affairs and the Council of Student Services Administrators to enhance student advising in this area.

Finally, with respect to race and ethnicity of transfer-activity students, data indicate that, for 99-00/00-01, 76.3% are White, 1.6% are African American or Black, 3.6% are Hispanic/Latino, 1.5% are American Indian/Alaska Native, and 6.8% are Asian/Pacific American. This compares to the overall OUS student distribution, for 00-01, of 73.1% white, 1.7% African American or Black, 3.2% Hispanic/Latino, 1.3% are American Indian/Alaska Native, and 6.3% Asian/Pacific American. Because of the high percentage of "unknowns" in the community college data, it is difficult to assess how closely transfer-activity students resemble the race/ethnicity distribution of community college students as a whole. Compared to all Oregon high school graduating seniors in 2001, the transfer-activity student population exhibits: an under-representation of White students (76.3% compared to 86.1% of high school grads); under-representation of African American or Black (1.6% to 2.0%); under-representation of Hispanic/Latino (3.6% to 5.4%); even representation of American Indian/Alaska Native (1.5%); and over-representation of Asian/Pacific American (6.8% to 4.2%). Overall, the representation of racial/ethnic minorities in both the transfer-activity population and the Oregon University System are quite different than the national norms. For Fall 2000, for all students and all levels at all postsecondary institutions (public and private, 2-year and 4-year) in the country, 69.4% are White; 11.1% are African American or Black; 8.9% are Hispanic/Latino; 0.98% are American Indian/Alaska Native; and 6.15% are Asian/Pacific American (source: The Chronicle of Higher Education: Online Almanac and the U.S. Department of Education). In sum, however, the racial/ethnic composition of transfer-activity students seems to closely reflect the college-student population of the state of Oregon as a whole.

C. Transfer Activity of LDC-Enrolled and Degree Completers

Synthesis: When examining data regarding the transfer activity of community college students who express a transfer intent, as well as those who ultimately complete a degree at a community college, various ways of reporting a "transfer rate" are available. For example, if the total number of students enrolled in lower-division collegiate courses at community colleges one year are considered the "transfer pool," then one transfer rate may be reported by calculating the percentage of those students who enroll at an OUS institution the following year. Such a definition of transfer rate yields a result ranging from 14.0% to 14.3%

during the five years included in this study (see Table 5). However, if the total number of students receiving an Associate of Arts/Oregon Transfer (AA/OT) degree during any given year are the transfer pool, then another result is derived. During the five years of this study, the percentage of AA/OT recipients enrolling at an OUS campus the next year ranges from 51.3% to 55.4% (Table 6). This transfer rate rises significantly if a time frame of greater than one year is used; 64.1% of 1995-96 AA/OT recipients had ultimately enrolled in OUS by 2000-01 (Table 8).

The average number of credits (101) transferred by an AA/OT student has remained constant over the years.

Of course, others receiving degrees from community colleges also enroll in OUS institutions as well. The five-year transfer rate for Associate of Science (AS) degree recipients is 56.2%; for Associate of General Studies (AGS) recipients, 32.8%; and for Associate of Applied Science (AS) recipients, 9.9% (Table 8).

Discussion & Implications: The significance of the data in this section lies in furthering the examination of "transfer rates" as they apply to Oregon students, consistent with a recommendation from the November 2000 study (Oregon University System, 2000) which called for a "follow up on students in Oregon who earn the Associate of Arts/Oregon Transfer Degree...to include tracking of these students more than one year past their degree" (p. 19).

As already noted above, on a nationwide basis it is commonly assumed that transfer rates have been declining for at least a decade, even though the evidence to support this notion has been "riddled with problems" (Grubb, 1991, p. 196). From the transfer-activity data presented here, the overall flow of students from Oregon community colleges who are enrolled in lower-division collegiate programs has remained fairly constant at about 14% over the five years of this study. Additionally, the percentage of AA/OT students who enroll in OUS the year following graduation has remained consistently over 50%, although during the five years of this study the percentage has declined slightly from 55.4% to 52.8%. A significant finding of this study is that the percentage of AA/OT recipients who eventually enroll in OUS shows a pronounced increase when examining a particular AA/OT cohort's appearance over time. As we have seen, five years out, 64.1% of the 95-96 AA/OT cohort had eventually enrolled in an OUS institution.

The Oregon data show some variances with transfer-student behavior in the states of Florida and Missouri. A recent study (Windham, 2001), which tracked the enrollment of Associate of Arts degree holders from Florida community colleges into the University System of Florida, found that, for 94-95/95-96, the percentage of AA recipients entering the university was 62.9%. Data were gathered for the next four years as well, with the percentages of 61.9% (95-96/96-97), 60.3% (96-97/97-98), 57.5% (97-98/98-99), and 58.1% (98-99/99-00).

For Florida, then, the proportion of Associate of Arts recipients moving on to a baccalaureate-granting institution was noticeably higher than Oregon during a comparable five-year period. However, the downward trend over the same time frame was slightly more dramatic in Florida's case. For the state of Missouri, another recent study (Townsend & Barnes, 2001) reported that just 41% of the 95-96 AA recipients from Missouri two-year colleges entered a public university the following year.

Another important finding of this study, heretofore unstudied and unreported in Oregon, is the movement of holders of associate degrees *other* than the Associate of Arts from Oregon community colleges into the University System. The percentage of AS degree holders moving on to the university the year after graduation ranges from 42.1% - 52.4% over the five year time period of this study. For AGS recipients, the range is 17.6% - 23.8%. And for AAS recipients, the range is 5.1% - 6.6%. Unlike the slight percentage decline over time for AA/OT holders, the percentages of AS and AAS recipients enrolling in OUS the following year actually has increased (Appendix 12). The percentages for AGS recipients exhibited no discernible trend up or down. And, like the AA/OT degree holders, recipients of other associate's degrees continued to appear for the first time on OUS campuses several years after completing their degree. After five years, 56.2% of all AS holders (from 995-96) had enrolled in OUS (compared to 47.7% after the first year). For AAS recipients, the percentage after five years was 9.9% (5.2% after the first year) and for AGS recipients, 32.8% (23.8% after the first year).

The AAS degree is offered in professional-technical fields and commonly believed to be a "terminal" degree (i.e., not for transfer purposes). AAS degree recipients are thought to be trained to enter the workforce upon completion, and it is believed that is what most of them do. However, as we see, in one year 5.2% have enrolled in OUS, and within five years almost 10% of these degree holders have enrolled in an OUS campus. Data from the state of Missouri indicate that, for 95-96, AS and AAS degree recipients (in Missouri, the AS is a professional-technical degree), 9% had entered a public university the following year (Townsend & Barnes, 2001).

Up until this time, little has been known about the mobility of AS degree holders, their academic majors upon pursuing work for a baccalaureate degree, their academic performance, or their success in completing a bachelor's degree. Some of these areas are addressed in the sections below.

D. Academic Majors of OUS-Enrolled Transfer-Activity Students

Synthesis: The top ten majors chosen by 1999-00 associate-degree-receiving students once they enroll at an OUS campus are: business management/administrative services (22.0%); social sciences and history

(12.7%); education (8.2%); psychology (8.0%); liberal arts & sciences/humanities (5.1%); English language and literature (4.5%); computer and information science (3.8%); biology and life sciences (3.5%); visual and performing arts (3.1%); and multi/interdisciplinary studies (3.0%) (Table 9). For comparison sake, the three most popular areas for bachelor's degrees awarded by OUS during 1999-00 were social sciences (23.5%); humanities/fine arts (16.7%); and business (14.9%). (Source: OUS Fact Book 2000)

Discussion & Implications: One of the recommendations in the 2000 report (Oregon University System, 2000) on transfer-activity in Oregon stated that, to better inform curricular decisions at the campus level in both sectors, "data-collection efforts should be expanded to include follow-ups on students by academic major pursued after transfer" (p.19). Accordingly, this study reports the academic majors chosen by associate-degree receiving students once they enter the University System. Associate-degree students are the ones mostly likely to have claimed/identified an academic pathway when compared to students with less academic experience. Whether fully admitted to OUS or not, students transferring (and/or simply taking courses) with less than two full years of college coursework are likely to be still be exploring courses within the general education curriculum and not necessarily have identified (or been admitted to) an academic major.

That a full 22.0% of all associate degree students who enter OUS claim a business major is a significant finding of this study. This situates business in first place for choice of major fields, and it takes the next three most popular broad major disciplinary areas [social sciences and history (12.7%); education (8.2%); psychology (8.0%)], which total to 28.9%, to surpass business. A natural assumption is that the choices of associate-degree students are reflective of the choices that other transfer students will ultimately make and, additionally, supports reports from the field (e.g., feedback from participants at the annual OUS Articulation and Transfer Conference) of business as a field of high interest by prospective transfer students. At noted above, this interest on the part of students extends to those who ultimately complete a bachelor's degree (14.9% in 99-00).

The Joint Boards Articulation Commission, has, for approximately the last two years, been engaged in a study, proposal, and discussion process regarding the possibility of establishing another type of block transfer degree for Oregon community college students: an Associate of Science/Oregon Transfer degree. During this time, the JBAC has focused its attention (and those of other stakeholders) on the specific possibility of establishing a business-focused transfer degree (an "AS/OT-Bus"), given the feedback from Articulation and Transfer Conference participants that such a degree may be highly desirable and favorably received by prospective transfer students interested in a bachelor's degree in business. At this point, the concept for such a degree has been endorsed by the community college's Council of Instructional Administrators, the

OUS Academic Council, and the Oregon Board of Education; at this point, work continues on this proposed degree by representatives from the business schools of the universities and the community colleges.

The top four choices for academic major of Oregon associate-degree holding transfer students are the same major areas as those reported for AA transfer students in the state of Florida (Windham, 2001). For 98-99, a one-year follow-up of Associate of Arts recipients who entered the University System of Florida demostrated that the majors chosen after transfer were: business management/administrative services (23.5%); education (12.4%); psychology (6.8%); and social science and history (6.6%). For the five years of the Florida study, business was the most popular major each year, with a range of 20.2% to 23.5% during the years of 94-95 to 98-99.

E. Academic Performance of Transfer-Activity Students

Synthesis: Transfer-activity students have, in all OUS courses, an average GPA in the 2.90 to 2.96 range during the time frame of this study. For first-time freshmen the GPA in all courses ranges from 2.77 to 2.82; for other transfer students (transfer students whose last institution was not an Oregon community college), the range is from 2.94 to 3.06; and for all other continuing OUS students, the range is 2.97 to 3.02.

In addition to overall performance, data have been reported that outline transfer-activity students' GPAs in a variety of disciplinary areas and compare their performance to first-time freshmen and other transfer students. In virtually every instance, the academic performance of transfer-activity students is slightly above first-time freshmen and slightly below that of other transfer students as well as continuing OUS students. This trend holds when the various areas within mathematics are examined as well. An interesting finding regarding mathematics is that, during the time period of this study, the percentage of transfer-activity students enrolled in remedial mathematics courses after matriculating to an OUS campus rose from 1.8% to 3.0%.

Discussion & Implications: The performance of community college students after they transfer to a four-year campus continues to be an area of great interest to faculty, advisors, administrators and policymakers. Historically, transfer students are believed to suffer a drop in academic performance immediately after transfer, with this phenomenon commonly called "transfer shock" (Hills, 1965). Although research into this area has not been entirely supportive of the existence of transfer-shock, there is much evidence to reinforce the notion (Diaz, 1992). In fact, in research conducted in Oregon, a systematic examination of student transcripts found that community college transfer students who transferred to Portland State University (PSU) experienced an average loss of GPA of 0.30 the first term after transfer (Kinnick et al., 1998).

However, the data presented in this study neither support nor reject the notion of transfer-shock phenomenon for Oregon transfer-activity students since direct comparisons are not made of academic performance before and after transfer. However, the data generally indicate a quite satisfactory level of academic performance for Oregon transfer-activity students. In fact, given the results of this study, a reasonable inference is that the academic abilities of transfer-activity students and native OUS students are quite comparable.

The results of this study are consistent with research conducted in North Carolina. When the mean semester GPA of a random sample of community college transfer students was compared to a random sample of native university students, no significant difference existed in the cases of two different cohorts (Glass & Harrington, 2002). Other studies, as well, have shown that the performance of transfer students is comparable to that of native university students (Bogart & Price, 1993; Boswell, 1992; Evans, 1993; Texas Higher Education Coordinating Board, 2001).

Further, the results presented here appear to lend support the findings from the National Study of Student Learning (NSSL), outlined recently by Pascarella (2001). The NSSL data yielded information that apparently contradicted "conventional wisdom" (Pascarella, 2001, p. 21) about students attending two-year and four-year colleges and universities. For example, a significant finding of the NSSL was that there was nothing but "trivial and nonsignificant differences between the net first-year [learning] gains in reading comprehension, mathematics, and critical thinking of students attending two-year colleges and the corresponding gains made by similar students in four-year institutions" (Pascarella, 2001, p. 21). That Oregon transfer-activity students and continuing OUS students have quite similar performance in such a wide spectrum of academic experiences would seem to align with the results of the NSSL.

The only area of concern in the academic performance area has to do with the increasing percentage of undergraduate transfer-activity students who find themselves enrolled in remedial math upon entering the university. As mentioned, the percentage of students so enrolled has increased from 1.8% of the 95-96/97-97 transfer-activity students to 3.0% of the 99-00/00-01 students. Transfer-activity students are not the only students requiring increasing levels of math remediation, however. The percentage of first-time freshmen enrolled in remedial math increased from 6.5% to 12.7% during the time period covered by this study. No immediate explanation for this trend is apparent, and some further exploration of this phenomenon may be in order.

F. Retention and Graduation of Community-College Transfer Students

Synthesis: Oft-discussed dimensions of the community college transfer student experience are their retention in the baccalaureate-granting institution after transfer and, ultimately, their graduation from that (or another) institution. As reported earlier:

- for the 1993-94 Oregon community college transfer cohort, after six years (1999) 1.7% were continuing, 69.8% had graduated, and 28.5% had stopped out;

- for the 1995-96 cohort, after six years (2001) 2.2% were continuing, 73.4% had graduated, and 24.3% had stopped out.

And, when the graduation rates of native OUS students (for those first-time freshmen who had persisted through one year) were compared with community college transfer students (transferring with 45-89 quarter hours), for three different cohorts, transfer students had graduated 61.9% - 68.3% in six years, while native OUS students graduate 65.2% - 70.6% in six years.

When graduation rates are compared by race/ethnicity (for two cohorts), white community college transfer students graduate in the 70.1% - 73.6% range in six years, and Asian/Pacific American transfer students graduate in the 73.0% - 73.4% in six years. Other students of color graduate at lower rates.

Further, when the graduation rates for community college transfer students are compared according to the number of credits transferred at matriculation, the general trend is that the more credits earned prior to transfer, the higher the graduation rate.

At graduation, community college transfer students have more credits earned that do OUS native students. For the 1995-96 fall cohort, OUS native students had 198.6 credit hours at graduation, while the corresponding community college transfer student cohort had accumulated 208.6 hours at graduation.

Discussion & Implications: As is the case with native university students, the rate at which transfer students persist, as well as the proportion who eventually graduate with a baccalaureate degree, are important considerations for enrollment managers—as well as others interested in the transfer-student experience, including state policymakers. Data have been presented in this report that speak to the comparative rates of persistence and graduation of native OUS, as well as community college transfer, students; these rates for Oregon students are seen to be generally comparable. These results are aligned with nation-wide data gathered by the National Center for Education Statistics in a series of longitudinal studies (Choy, 2002) which indicated that the persistence rates of transfer students, once they reached the four-year campus, were just as

high as those for native students. NCES data indicate that transfer students take slightly longer to graduate, however.

As noted in the November 2000 report on transfer-activity in Oregon (Oregon University System, 2000), these discussions of persistence and graduation make some assumptions about student behavior that may or may not be valid in today's postsecondary world. That is to say, while the profile of the "traditional" community college student is "one who enrolls in college immediately after high school graduation, attends the community college for two years, and then transfers to the university" (Piland, 1995, p. 36), there is ample evidence to support that such is not the case. Kinnick et al. (1998) as well as others (see also, Townsend, 2000), have made a substantial case to refute the concept of "linear transfer"—which they say is outdated. Today's students often attend multiple institutions simultaneously (as discussed in this report), transfer back and forth between institutions, and take much longer than the traditional four years to complete a baccalaureate degree. Given that the data for persistence and graduation rates of both native and transfer-activity students are so similar, perhaps this is suggestive of evidence that student behavior in both of Oregon's public postsecondary sectors bear some resemblance as well.

One area of concern with respect to the differences in transfer-activity students and native students *may* be the relative number of credits earned at graduation. As indicated above, the average transfer student has earned ten more credits at graduation than has the OUS native student. This is consistent with national data (Choy, 2002) indicating that transfer students take slightly longer to graduate. In the case of Oregon students, the time differential, represented by ten quarter credits, is on the order of one academic term.

G. Students Simultaneously Enrolled at an Oregon Community College and an OUS Institution

Synthesis: The number of students in Oregon enrolled in BOTH a community college AND an Oregon University System campus, has consistently risen from Fall 1995 to Spring 2000 (summers excluded). During Fall 1995, 910 students were simultaneously enrolled and for Spring 2000, 1,428 were simultaneously enrolled. That represents a 57% increase, over five years, in students enrolled in campuses from both sectors at the same time.

During that five year period, those simultaneously-enrolled students, on average, have taken about seven to eight credits at their OUS campus and about five credits at the community college campus.

Discussion & Implications: Simultaneously-enrolled students are of continuing interest to both community college and OUS campuses. That is, as reported earlier (Oregon University System, 2000), "partnership" arrangements (in the

form of dual-enrollment and co-admission programs) have, in recent years, proliferated in Oregon. Such programs are designed to admit, enroll, and serve students in programs that are expressly designed to ease the transition from a two-year to a four-year campus. Often times the community college and its partner OUS institution are in close geographic proximity, sometimes not. Reports from the campuses have indicated that enrollments in such cooperative ventures are on the rise. Further, research coming from the Portland State University/Community College Research Consortium (CRC) (see Bach et al., 1999a, 1999b; Kinnick et al., 1997; Kinnick et al., 1998) and others (e.g., Kearney, Townsend, & Kearney, 1995; Townsend & Dever, 1999; Townsend, 2000), indicate that students frequently transfer between campuses and/or commonly enroll in both two-year colleges and a university at the same time (even when not participating in a formal program that promotes such activity). In fact, in the Portland metropolitan area, these practices are so prevalent it is speculated that students view the three community colleges and Portland State University as its own "mini system" of higher education.

The simultaneous enrollment of students naturally leads to questions about providing the best, and coordinated, services to those students. Two services that are of high priority are advising and financial aid. Advising is especially important to co-enrolled students because constructing a cohesive educational plan is, at best, a challenging task, with even greater challenges arising when courses from multiple institutions are involved. Students need up-to-date information regarding degree requirements and the courses, from each institution attended, which will fulfill those requirements. The difficulty in providing advising services that meet the demands students who pursue coursework at multiple institutions was evident in an evaluation report on two co-admission programs in the Portland metropolitan area (Pollard, 2001, p. i), which found an unevenness in the implementation of the programs in providing "coordinated student and academic services for jointly-enrolled students."

Financial aid information and delivery is also critical to student success, and these areas are more complicated to manage when a student is enrolled in more than one institution. Some of the OUS-community college partnership arrangements now involve bilateral "consortial" agreements between the campuses that allow for coordinated delivery of financial aid. Under such agreements, campuses share information regarding a student's enrollment status, including the number of hours in which they are enrolled and whether satisfactory progress is being made toward a degree, so that a financial aid package can be tailored to the student's total need based on cost of attendance at both institutions. A prototype system, administered by the Oregon Student Assistance Commission, for sharing information on co-enrolled students is now operational for two campuses in the state of Oregon, with the anticipation that this system may be more widely extended. There is also, in the development stage, an "Oregon Financial Aid Consortium Agreement," that is being discussed statewide by financial aid administrators and student services professionals.

Summary and Conclusions

This study has reported the results of the latest efforts from the data-match project of the Oregon University System and the Oregon Department of Community Colleges and Workforce Development. While the results of this effort reported in 2000 (Oregon University System, 2000) were of a project in its infancy, this current report reflects a maturation of the data collection and interpretation efforts. So, although the transfer process remains a complicated one, Oregon's data-match project has served to demystify it—at least as much as descriptive statistics are able. The picture painted in this report for transfer-activity in Oregon appears to be a positive and hopeful one. The numbers of students engaging in the transfer process in Oregon is on the rise, while the performance and ultimate success, in terms of baccalaureate attainment of these students, remains on par with native University System students.

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Appendix B. Abbreviations and Website Addresses for Oregon's Public Postsecondary Campuses

Oregon University System

EOU. Eastern Oregon University (La Grande)
http://www.eou.edu/
OIT. Oregon Institute of Technology (Klamath Falls)
http://www.oit.edu/
OSU. Oregon State University (Corvallis)
http://osu.orst.edu/
PSU. Portland State University (Portland)
http://www.pdx.edu/
SOU. Southern Oregon University (Ashland)
http://www.sou.edu/
UO. University of Oregon (Eugene)
http://www.uoregon.edu/
WOU. Western Oregon University (Monmouth)
http://www.wou.edu/
OHSU. Oregon Health and Science University (Portland -- OUS affiliate)
http://www.ohsu.edu/

Oregon Community Colleges

BMCC. Blue Mountain Community College (Pendleton)
http://www.bmcc.cc.or.us/
COCC. Central Oregon Community College (Bend)
http://www.cocc.edu/
CHEMEK. Chemeketa Community College (Salem)
http://www.chemek.cc.or.us/
CLACK. Clackamas Community College (Oregon City)
http://www.clackamas.cc.or.us/
CLAT. Clatsop Community College (Astoria)
http://www.clatsopcollege.com/
CGCC. Columbia Gorge Community College (The Dalles)
http://www.cgcc.cc.or.us/
KCC. Klamath Community College (Klamath Falls)
http://www.kcc.cc.or.us/
LCC. Lane Community College (Eugene)
http://www.lanecc.edu/
LBCC. Linn-Benton Community College (Albany)
http://www.lbcc.cc.or.us/
MHCC. Mt. Hood Community College (Gresham)
http://www.mhcc.cc.or.us/

Oregon Community Colleges (continued)

OCCC. Oregon Coast Community College (Newport)
http://www.occc.cc.or.us/
PCC. Portland Community College (Portland)
http://www.pcc.edu/
RCC. Rogue Community College (Grants Pass)
http://www.rogue.cc.or.us/
SWOCC. Southwestern Oregon Community College (Coos Bay)
http://www.southwestern.cc.or.us/
TBCC. Tillamook Bay Community College (Tillamook)
http://www.tbcc.cc.or.us/
TVCC. Treasure Valley Community College (Ontario)
http://www.tvcc.cc.or.us/
UCC. Umpqua Community College (Roseburg)
http://www.umpqua.cc.or.us/

Appendix 1. Transfer Activity.
Students Enrolled for Credit at an Oregon Community College One Year and then Enrolled at an OUS Institution the Next (Unduplicated Count of All Students at All Levels*)

by OUS Institution

	95-96/96-97	96-97/97-98	97-98/98-99	98-99/99-00	99-00/00-01
EOU	433	495	506	614	774
OIT	307	415	508	542	709
OSU	2,408	2,503	2,698	3,006	3,347
PSU	3,252	3,226	3,597	3,970	4,516
SOU	610	694	783	869	933
UO	2,059	2,269	2,357	2,460	2,769
WOU	989	1,057	1,146	1,092	1,273
Total	**10,058**	**10,659**	**11,595**	**12,553**	**14,321**

by Community College Campus

	95-96/96-97	96-97/97-98	97-98/98-99	98-99/99-00	99-00/00-01
BMCC	187	226	180	236	317
COCC	400	399	440	502	557
CHEMEK	1,179	1,241	1,397	1,445	1,592
CLACK	638	590	808	847	926
CLAT	93	92	108	135	122
CGCC	101	85	78	87	127
KCC	0	1	12	166	224
LCC	1,584	1,736	1,767	1,836	1,893
LBCC	1,129	1,131	1,100	1,202	1,522
MHCC	778	812	871	902	1,068
OCCC	46	33	34	29	61
PCC	2,972	3,115	3,430	3,717	4,161
RCC	401	529	635	755	827
SWOCC	175	183	224	242	349
TBCC	32	47	56	35	49
TVCC	113	147	136	180	184
UCC	230	211	218	237	342
Unknown		81	101	0	0
Total	**10,058**	**10,659**	**11,595**	**12,553**	**14,321**

* Includes OUS undergraduate students as well as graduate students, post-bacs, and non-admits

Source: OCCURS/OUS Match Data

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Appendix 2.
New Community College Transfers to Public Institutions in Western States by Year
1992-93 to 2000-01

State and Sector	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01
Oregon University System ("All transfers")	N/A	N/A	N/A	N/A	10,058	10,659	11,595	12,553	14,321
Oregon University System (Admitted transfers)	2,121	3,061	3,218	3,279	3,096	3,327	3,287	3,526	3,523*
University of California	9,993	10,940	10,929	10,886	10,492	10,210	10,161	10,827	11,215
California State University	40,980	44,454	46,912	48,688	48,349	45,546	44,989	47,706	47,900
Washington State 4-year Publics	8,001	9,523	9,509	9,391	9,811	8,785	9,185	9,047	8,793

*includes incomplete data for SOU

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Sources:
California Postsecondary Education Commission
Washington State Board for Community and Technical Colleges
Oregon University System

Appendix 3. Transfer Activity.
Students Enrolled for Credit at an Oregon Community College One Year and then Enrolled at an OUS Institution the Next (Unduplicated Count of All Students at Designated Levels)

	95-96/96-97	96-97/97-98	97-98/98-99	98-99/99-00	99-00/00-01
Freshman	1,163	1,289	1,420	1,643	1,945
Sophomore	1,451	1,657	1,930	1,943	2,303
Junior	2,827	2,887	3,111	3,350	3,596
Senior	2,379	2,515	2,637	2,842	3,163
Postbac	220	249	255	265	321
Grad/Prof	464	448	495	565	601
Nonadmit	1,554	1,614	1,747	1,945	2,392
Total	**10,058**	**10,659**	**11,595**	**12,553**	**14,321**

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Source: OCCURS/OUS Match Data

Appendix 4.
Admitted Community College Transfers to OUS Institutions by Institution by Year
1992-93 to 2000-01

Institution/Year	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01*
EOU	43	49	33	41	41	39	169	164	233
OIT	7	122	136	87	111	162	152	122	165
OSU	478	766	723	822	798	810	628	767	809
PSU	666	1,049	1,238	1,195	1,095	1,182	1,264	1,402	1,337
SOU	233	340	230	193	209	196	207	197	77
UO	676	587	717	756	663	728	644	735	766
WOU	18	148	141	185	179	210	223	139	136
Total	**2,121**	**3,061**	**3,218**	**3,279**	**3,096**	**3,327**	**3,287**	**3,526**	**3,523**
BMCC	51	60	60	57	75	73	82	71	71
COCC	111	146	142	147	143	146	153	161	181
CGCC									
CHEMEK	195	314	260	341	322	347	357	379	381
CLACK	155	208	250	286	241	281	249	289	280
CLAT	22	27	29	25	23	27	40	42	39
KCC									
LCC	576	546	573	573	542	572	492	580	595
LBCC		304	272	258	245	282	236	279	306
MHCC	226	300	379	342	318	355	326	343	407
OCCC									
PCC	549	841	943	947	894	902	1,012	1,018	875
RCC	84	125	101	116	104	123	128	131	106
SWOCC	41	52	59	57	65	86	71	94	100
TBCC									
TVCC	18	31	32	24	29	28	47	47	53
UCC	93	107	118	106	95	105	94	92	129
Total	**2,121**	**3,061**	**3,218**	**3,279**	**3,096**	**3,327**	**3,287**	**3,526**	**3,523**

*includes incomplete data for SOU

Source: Oregon University System IRS

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Appendix 5.
Unduplicated Count of Undergraduate Students Enrolled at an Oregon Community College One Year and then Enrolled at an OUS Institution the Next [by Gender and Residency (Fee) Status]

99-00/00-01

	Female		Male		Total	Non-Resident		Resident	
	N	%	N	%		N	%	N	%
BMCC	155	62.8%	92	37.2%	247	8	3.2%	239	96.8%
COCC	254	61.2%	161	38.8%	415	21	5.1%	394	94.9%
CHEMEK	753	57.9%	547	42.1%	1,300	21	1.6%	1,279	98.4%
CLACK	401	55.8%	318	44.2%	719	13	1.8%	706	98.2%
CLAT	41	47.1%	46	52.9%	87	5	5.7%	82	94.3%
CGCC	66	73.3%	24	26.7%	90	5	5.6%	85	94.4%
KCC	71	61.2%	45	38.8%	116	0	0.0%	116	100.0%
LCC	798	51.9%	741	48.1%	1,539	146	9.5%	1,393	90.5%
LBCC	655	50.7%	637	49.3%	1,292	52	4.0%	1,240	96.0%
MHCC	465	52.8%	416	47.2%	881	19	2.2%	862	97.8%
OCCC	43	78.2%	12	21.8%	55	2	3.6%	53	96.4%
PCC	1,626	54.6%	1,351	45.4%	2,977	95	3.2%	2,882	96.8%
RCC	380	63.9%	215	36.1%	595	19	3.2%	576	96.8%
SWOCC	151	62.7%	90	37.3%	241	17	7.1%	224	92.9%
TBCC	25	65.8%	13	34.2%	38	0	0.0%	38	100.0%
TVCC	101	68.7%	46	31.3%	147	36	24.5%	111	75.5%
UCC	153	57.1%	115	42.9%	268	2	0.7%	266	99.3%
Total*	**6,138**	**55.8%**	**4,869**	**44.2%**	**11,007**	**461**	**4.2%**	**10,546**	**95.8%**
Others									
Continuing	17,787	51.8%	16,518	48.2%	34,305	6,085	17.7%	28,220	82.3%
First-time Freshmen	3,931	50.3%	3,887	49.7%	7,818	1,943	24.9%	5,875	75.1%
Other Transfers**	2,544	54.5%	2,125	45.5%	4,669	1,794	38.4%	2,875	61.6%
Total Others	**24,262**	**51.9%**	**22,530**	**48.1%**	**46,792**	**9,822**	**21.0%**	**36,970**	**79.0%**
98-99/99-00 Total	5,331	54.5%	4,447	45.5%	9,778	467	4.8%	9,311	95.2%
97-98/98-99 Total	4,932	54.2%	4,166	45.8%	9,098	452	5.0%	8,646	95.0%
96-97/97-98 Total	4,426	53.0%	3,922	47.0%	8,348	487	5.8%	7,861	94.2%
95-96/96-97 Total	4,114	52.6%	3,706	47.4%	7,820	442	5.7%	7,378	94.3%

* Admitted undergraduates: first-year through senior

Source: OCCURS/OUS Match Data

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Appendix 6.
Students Enrolled at an Oregon Community College One Year and then Enrolled at an OUS Institution the Next (by Race)

99-00/00-01

	Asian/Pacific American	African American or Black	White	Hispanic/ Latino	American Indian/Alaska Native	Nonresident Alien	Unknown	Total
BMCC	4	0	266	15	14	1	17	317
COCC	5	1	477	11	11	3	49	557
CHEMEK	82	14	1,249	86	32	15	114	1,592
CLACK	45	6	763	32	6	6	68	926
CLAT	2	1	97	5	4	1	12	122
CGCC	4	1	107	4	1	0	10	127
KCC	2	0	8	2	0	0	2	14
LCC	88	26	1,472	46	31	48	182	1,893
LBCC	80	10	1,237	44	15	25	111	1,522
MHCC	113	17	811	22	11	5	89	1,068
OCCC	0	1	49	2	0	1	8	61
PCC	503	138	2,804	146	43	55	472	4,161
RCC	21	6	688	37	11	4	60	827
SWOCC	8	2	273	8	9	11	38	349
TBCC	2	0	40	2	2	0	3	49
TVCC	6	1	145	13	4	0	15	184
UCC	7	3	290	14	6	1	21	342
Unknown	3	0	157	19	12	0	19	210
Total	**975**	**227**	**10,933**	**508**	**212**	**176**	**1,290**	**14,321**
99-00/00-01 CC to OUS Students								
% Total	6.8%	1.6%	76.3%	3.6%	1.5%	1.2%	9.0%	100.0%
All 99-00 CC Students								
% Total	2.6%	1.4%	60.8%	5.5%	1.4%	3.8%	24.4%	100.0%
All 00-01 OUS Students								
% Total	6.3%	1.7%	73.1%	3.2%	1.3%	5.7%	8.8%	100.0%
98-99/99-00 CC to OUS Students								
% Total	6.7%	1.3%	76.0%	3.3%	1.5%	1.7%	9.5%	100.0%
97-98/98-99 CC to OUS Students								
% Total	7.0%	1.3%	74.7%	3.3%	1.4%	2.0%	10.3%	100.0%
96-97/97-98 CC to OUS Students								
% Total	7.4%	1.2%	74.9%	3.5%	1.7%	2.3%	9.0%	100.0%
95-96/96-97 CC to OUS Students								
% of Total	7.5%	1.2%	74.3%	3.3%	1.4%	2.4%	10.0%	100.0%
All 01 Public Oregon HS Grads								
% Total	4.2%	2.0%	86.1%	5.4%	1.5%		0.7%	100.0%

Source: OCCURS/OUS Match Data
Oregon University System IRS
Oregon Community College OCCURS
Oregon Department of Education report on 2001 High School Completers, Oregon Public Schools

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Appendix 7.
Lower-Division Collegiate Students* Enrolled at an Oregon Community College One Year and then Enrolled at an OUS Institution the Next (by Community College)

	95-96/96-97	Total LDC Students	% Enrolling in OUS	96-97/97-98	Total LDC Students	% Enrolling in OUS	97-98/98-99	Total LDC Students	% Enrolling in OUS
BMCC	88	597	14.7%	96	675	14.2%	67	524	12.8%
COCC	374	3,340	11.2%	363	3,129	11.6%	398	3,524	11.3%
CHEMEK	1,120	8,899	12.6%	1,105	8,695	12.7%	857	5,723	15.0%
CLACK	524	3,680	14.2%	411	3,013	13.6%	622	4,234	14.7%
CLAT	49	620	7.9%	53	607	8.7%	56	546	10.3%
CGCC	91	595	15.3%	70	583	12.0%	65	579	11.2%
KCC	0	0	na	0	2	0.0%	21	80	26.3%
LCC	1,292	7,088	18.2%	1,462	7,920	18.5%	1,466	8,444	17.4%
LBCC	528	2,601	20.3%	568	2,613	21.7%	545	2,608	20.9%
MHCC	401	2,830	14.2%	644	5,679	11.3%	669	5,736	11.7%
OCCC	48	345	13.9%	39	321	12.1%	47	501	9.4%
PCC	2,183	15,962	13.7%	2,312	16,476	14.0%	2,541	18,632	13.6%
RCC	170	1,096	15.5%	278	1,655	16.8%	364	2,190	16.6%
SWOCC	91	856	10.6%	103	868	11.9%	103	1,073	9.6%
TBCC	18	171	10.5%	19	209	9.1%	50	234	21.4%
TVCC	84	1,049	8.0%	105	1,260	8.3%	108	1,291	8.4%
UCC	208	1,454	14.3%	185	1,376	13.4%	179	1,288	13.9%
Total	**7,269**	**51,183**	**14.2%**	**7,813**	**55,081**	**14.2%**	**8,158**	**57,207**	**14.3%**

	98-99/99-00	Total LDC Students	% Enrolling in OUS	99-00/00-01	Total LDC Students	% Enrolling in OUS
BMCC	112	734	15.3%	133	880	15.1%
COCC	450	3,773	11.9%	503	4,012	12.5%
CHEMEK	785	5,299	14.8%	866	6,286	13.8%
CLACK	683	6,603	10.3%	542	4,821	11.2%
CLAT	64	604	10.6%	49	608	8.1%
CGCC	80	658	12.2%	120	857	14.0%
KCC	43	130	33.1%	46	122	37.7%
LCC	1,404	8,315	16.9%	1,348	8,255	16.3%
LBCC	507	2,688	18.9%	699	3,345	20.9%
MHCC	697	6,187	11.3%	775	7,424	10.4%
OCCC	34	421	8.1%	54	524	10.3%
PCC	2,730	18,974	14.4%	3,027	20,730	14.6%
RCC	382	2,224	17.2%	479	3,090	15.5%
SWOCC	134	1,193	11.2%	131	1,328	9.9%
TBCC	33	173	19.1%	39	236	16.5%
TVCC	158	1,401	11.3%	155	1,177	13.2%
UCC	212	1,571	13.5%	256	2,079	12.3%
Total	**8,508**	**60,948**	**14.0%**	**9,222**	**65,774**	**14.0%**

* Students expressing a "transfer intent" (see definition of "LDC" in body of report, p. 10)

Source: OCCURS/OUS Match Data

Appendix 8.
Students Completing an Academic Program* at an Oregon Community College One Year and then Enrolled at an OUS Institution the Next
[Unduplicated Student (Not Degree) Count]

by OUS Institution

	95-96/96-97	96-97/97-98	97-98/98-99	98-99/99-00	99-00/00-01
EOU	77	72	74	99	90
OIT	50	40	66	62	70
OSU	268	271	304	290	286
PSU	456	448	497	509	568
SOU	91	89	108	94	111
UO	259	259	244	241	315
WOU	184	194	238	204	205
Total	**1,385**	**1,373**	**1,531**	**1,499**	**1,645**

by Community College Campus

	95-96/96-97	96-97/97-98	97-98/98-99	98-99/99-00	99-00/00-01
BMCC	63	45	55	44	26
COCC	88	69	79	73	74
CHEMEK	194	198	236	235	207
CLACK	121	94	130	129	135
CLAT	11	9	26	32	13
CGCC	8	11	8	6	10
KCC	na	2	12	21	15
LCC	171	160	175	183	231
LBCC	107	113	140	123	142
MHCC	143	145	166	147	187
OCCC	3	10	0	5	8
PCC	305	315	324	318	349
RCC	52	61	60	68	89
SWOCC	23	52	37	42	49
TBCC	5	3	7	4	2
TVCC	36	35	18	30	31
UCC	55	51	58	39	77
Total	**1,385**	**1,373**	**1,531**	**1,499**	**1,645**

* "Programs" includes all postsecondary, as well as GED/high-school, work at the community college

Source: OCCURS/OUS Match Data

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Appendix 9

Students Completing an AA/OT at an Oregon Community College One Year and then Enrolled at an OUS Institution the Next (by Community College)

[Unduplicated Student Count]

	95-96/96-97			96-97/97-98			97-98/98-99			98-99/99-00			99-00/00-01		
	AA/OT	Transfer	% Transfer	AA/OT	Transfer	% Transfer	AA/OT	Transfer	% Transfer	AA/OT	Transfer	% Transfer	AA/OT	Transfer	% Transfer
BMCC	92	50	54.3%	69	34	49.3%	89	44	49.4%	72	34	47.2%	56	19	33.9%
COCC	121	69	57.0%	120	60	50.0%	127	67	52.8%	124	60	48.4%	107	39	36.4%
CHEMEK	264	146	55.3%	291	153	52.6%	337	188	55.8%	327	186	56.9%	291	157	54.0%
CLACK	196	111	56.6%	153	82	53.6%	191	110	57.6%	178	104	58.4%	211	113	53.6%
CLAT	0	0		0	0		30	14	46.7%	42	18	42.9%	24	6	25.0%
CGCC	14	4	28.6%	21	8	38.1%	17	6	35.3%	5	3	60.0%	11	4	36.4%
KCC	0	0		0	0		0	0		0	0		0	0	
LCC	217	143	65.9%	206	135	65.5%	228	137	60.1%	246	145	58.9%	285	166	58.2%
LBCC	89	53	59.6%	116	65	56.0%	121	78	64.5%	120	67	55.8%	128	86	67.2%
MHCC	161	87	54.0%	218	118	54.1%	240	125	52.1%	236	110	46.6%	248	126	50.8%
OCCC	5	2	40.0%	16	9	56.3%	0	0		11	5	45.5%	9	7	77.8%
PCC	243	154	63.4%	321	183	57.0%	196	120	61.2%	189	113	59.8%	221	129	58.4%
RCC	43	23	53.5%	83	51	61.4%	83	46	55.4%	101	53	52.5%	105	71	67.6%
SWOCC	46	21	45.7%	67	44	65.7%	72	31	43.1%	64	33	51.6%	77	40	51.9%
TBCC	2	1	50.0%	5	2	40.0%	3	1	33.3%	0	0		0	0	
TVCC	110	33	30.0%	137	32	23.4%	98	14	14.3%	133	28	21.1%	105	25	23.8%
UCC	89	40	44.9%	79	45	57.0%	92	47	51.1%	65	23	35.4%	105	60	57.1%
Total	**1,692**	**937**	**55.4%**	**1,902**	**1,021**	**53.7%**	**1,924**	**1,028**	**53.4%**	**1,913**	**982**	**51.3%**	**1,983**	**1,048**	**52.8%**

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Source: OCCURS/OUS Match Data

Appendix 10.
Average Credits Transferred by AA/OT Recipients from an Oregon Community College Who Then Enrolled at an OUS Institution the Next Year

by OUS Institution

	95-96/96-97	96-97/97-98	97-98/98-99	98-99/99-00	99-00/00-01
EOU	102	106	105	117	111
OIT		101	100	109	104
OSU	101	103	102	101	101
PSU	101	100	100	100	100
SOU	102	99	102	100	103
UO	100	101	101	99	99
WOU	100	102	101	99	99
Average	**101**	**101**	**101**	**101**	**101**

by Community College Campus

	95-96/96-97	96-97/97-98	97-98/98-99	98-99/99-00	99-00/00-01
BMCC	102	106	100	110	113
COCC	103	104	105	112	100
CHEMEK	100	102	100	99	101
CLACK	102	101	100	104	100
CLAT			98	100	100
CGCC	99	94	87	87	99
KCC					
LCC	99	103	101	100	99
LBCC	107	101	105	97	101
MHCC	99	98	99	98	99
OCCC	97	93		94	82
PCC	100	100	101	99	99
RCC	102	101	100	100	104
SWOCC	101	99	103	105	102
TBCC	98	105	106		
TVCC	100	102	110	106	116
UCC	103	104	101	105	101
Average	**101**	**101**	**101**	**101**	**101**

Source: OCCURS/OUS Match Data

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Appendix 11a.
Students Completing a Designated Associate's Degree at an Oregon Community College One Year and then Enrolled at an OUS Institution the Next (by Community College)
[Degree Count: Duplicated Student Count]

99-00/00-01

	AS	Transfer	% Transfer	AGS	Transfer	% Transfer	AAS	Transfer	% Transfer	Degree Total	Transfer Total	% Transfer
BMCC	9	1	11.1%	7	0	0.0%	67	2	3.0%	83	3	3.6%
COCC							174	3	1.7%	174	3	1.7%
CHEMEK				47	12	25.5%	289	17	5.9%	336	29	8.6%
CLACK				58	9	15.5%	123	3	2.4%	181	12	6.6%
CLAT				23	3	13.0%	39	2	5.1%	62	5	8.1%
CGCC	7	1	14.3%	9	3	33.3%	6	0	0.0%	22	4	18.2%
KCC				1	1	100.0%	3	1	33.3%	4	2	50.0%
LCC	21	7	33.3%	32	8	25.0%	365	29	7.9%	418	44	10.5%
LBCC	53	37	69.8%	63	12	19.0%	199	6	3.0%	315	55	17.5%
MHCC				86	21	24.4%	393	36	9.2%	479	57	11.9%
OCCC				2	0	0.0%	1	0	0.0%	3	0	0.0%
PCC	210	119	56.7%	79	20	25.3%	446	44	9.9%	735	183	24.9%
RCC	8	2	25.0%	10	3	30.0%	110	6	5.5%	128	11	8.6%
SWOCC	16	6	37.5%				60	2	3.3%	76	8	10.5%
TBCC				9	0	0.0%	2	1	50.0%	11	1	9.1%
TVCC							65	6	9.2%	65	6	9.2%
UCC	27	11	40.7%				141	6	4.3%	168	17	10.1%
Total	**351**	**184**	**52.4%**	**426**	**92**	**21.6%**	**2,483**	**164**	**6.6%**	**3,260**	**440**	**13.5%**

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Source: OCCURS/OUS Match Data

Appendix 11b.
Students Completing a Designated Associate's Degree at an Oregon Community College One Year and then Enrolled at an OUS Institution the Next (by Community College)
[Degree Count: Duplicated Student Count]

98-99/99-00

	AS	Transfer	% Transfer	AGS	Transfer	% Transfer	AAS	Transfer	% Transfer	Degree Total	Transfer Total	% Transfer
BMCC	9	2	22.2%	2	1	50.0%	67	2	3.0%	78	5	6.4%
COCC	9	3	33.3%	7	1	14.3%	101	5	5.0%	117	9	7.7%
CHEMEK				47	14	29.8%	320	19	5.9%	367	33	9.0%
CLACK				64	14	21.9%	127	2	1.6%	191	16	8.4%
CLAT				32	9	28.1%	33	0	0.0%	65	9	13.8%
CGCC	3	2	66.7%	8	1	12.5%	9	0	0.0%	20	3	15.0%
KCC				1	0	0.0%	3	1	33.3%	4	1	25.0%
LCC	23	11	47.8%	24	4	16.7%	271	12	4.4%	318	27	8.5%
LBCC	52	33	63.5%	37	9	24.3%	181	7	3.9%	270	49	18.1%
MHCC				64	9	14.1%	436	26	6.0%	500	35	7.0%
OCCC				1	0	0.0%	1	0	0.0%	2	0	0.0%
PCC	230	126	54.8%	85	24	28.2%	457	38	8.3%	772	188	24.4%
RCC				3	1	33.3%	77	2	2.6%	80	3	3.8%
SWOCC	9	4	44.4%				47	1	2.1%	56	5	8.9%
TBCC				9	4	44.4%				9	4	44.4%
TVCC							65	1	1.5%	65	1	1.5%
UCC	12	6	50.0%				118	1	0.8%	130	7	5.4%
Total	**347**	**187**	**53.9%**	**384**	**91**	**23.7%**	**2,313**	**117**	**5.1%**	**3,044**	**395**	**13.0%**

Source: OCCURS/OUS Match Data

Appendix 11c.
Students Completing a Designated Associate's Degree at an Oregon Community College One Year and then Enrolled at an OUS Institution the Next (by Community College)
[Degree Count: Duplicated Student Count]

97-98/98-99

	AS	Transfer	% Transfer	AGS	Transfer	% Transfer	AAS	Transfer	% Transfer	Degree Total	Transfer Total	% Transfer
BMCC	4	1	25.0%	5	1	20.0%	85	5	5.9%	94	7	7.4%
COCC	14	6	42.9%	8	2	25.0%	114	2	1.8%	136	10	7.4%
CHEMEK				35	10	28.6%	327	21	6.4%	362	31	8.6%
CLACK				65	13	20.0%	90	2	2.2%	155	15	9.7%
CLAT				32	5	15.6%	49	5	10.2%	81	10	12.3%
CGCC	10	1	10.0%	9	0	0.0%	7	0	0.0%	26	1	3.8%
KCC										0	0	
LCC	17	15	88.2%	22	7	31.8%	269	8	3.0%	308	30	9.7%
LBCC	56	41	73.2%	40	10	25.0%	193	12	6.2%	289	63	21.8%
MHCC				66	16	24.2%	450	15	3.3%	516	31	6.0%
OCCC										0	0	
PCC	223	109	48.9%	82	17	20.7%	499	54	10.8%	804	180	22.4%
RCC				10	0	0.0%	49	2	4.1%	59	2	3.4%
SWOCC	14	2	14.3%				63	2	3.2%	77	4	5.2%
TBCC	1	1	100.0%	12	6	50.0%				13	7	53.8%
TVCC							73	1	1.4%	73	1	1.4%
UCC	17	4	23.5%				107	2	1.9%	124	6	4.8%
Total	**356**	**180**	**50.6%**	**386**	**87**	**22.5%**	**2,375**	**131**	**5.5%**	**3,117**	**398**	**12.8%**

Source: OCCURS/OUS Match Data

Appendix 11d.
Students Completing a Designated Associate's Degree at an Oregon Community College One Year and then Enrolled at an OUS Institution the Next (by Community College)
[Degree Count: Duplicated Student Count]

96-97/97-98

	AS	Transfer	% Transfer	AGS	Transfer	% Transfer	AAS	Transfer	% Transfer	Degree Total	Transfer Total	% Transfer
BMCC	3	0	0.0%	5	2	40.0%	72	3	4.2%	80	5	6.3%
COCC	9	5	55.6%	2	1	50.0%	108	3	2.8%	119	9	7.6%
CHEMEK				72	18	25.0%	341	20	5.9%	413	38	9.2%
CLACK				55	7	12.7%	95	5	5.3%	150	12	8.0%
CLAT							55	1	1.8%	55	1	1.8%
CGCC							8	1	12.5%	8	1	12.5%
KCC										0	0	0.0%
LCC	10	5	50.0%	27	3	11.1%	303	14	4.6%	340	22	6.5%
LBCC	58	26	44.8%	49	8	16.3%	189	14	7.4%	296	48	16.2%
MHCC	1	0	0.0%	59	8	13.6%	388	20	5.2%	448	28	6.3%
OCCC							14	1	7.1%	14	1	7.1%
PCC							673	62	9.2%	673	62	9.2%
RCC				7	1	14.3%	86	8	9.3%	93	9	9.7%
SWOCC	14	4	28.6%				46	1	2.2%	60	5	8.3%
TBCC	2	0	0.0%	8	2	25.0%	1	0	0.0%	11	2	18.2%
TVCC							65	3	4.6%	65	3	4.6%
UCC	17	8	47.1%				104	0	0.0%	121	8	6.6%
Total	**114**	**48**	**42.1%**	**284**	**50**	**17.6%**	**2,548**	**156**	**6.1%**	**2,946**	**254**	**8.6%**

Source: OCCURS/OUS Match Data

Appendix 11e.
Students Completing a Designated Associate's Degree at an Oregon Community College One Year and then Enrolled at an OUS Institution the Next (by Community College)
[Degree Count: Duplicated Student Count]

95-96/96-97

	AS	Transfer	% Transfer	AGS	Transfer	% Transfer	AAS	Transfer	% Transfer	Degree Total	Transfer Total	% Transfer
BMCC	13	3	23.1%	3	0	0.0%	62	3	4.8%	78	6	7.7%
COCC	10	5	50.0%	2	0	0.0%	90	4	4.4%	102	9	8.8%
CHEMEK				66	20	30.3%	321	19	5.9%	387	39	10.1%
CLACK				55	4	7.3%	2	0	0.0%	57	4	7.0%
CLAT							42	0	0.0%	42	0	0.0%
CGCC	6	1	16.7%	5	1	20.0%	5	1	20.0%	16	3	18.8%
KCC										0	0	0.0%
LCC	12	4	33.3%	31	8	25.8%	301	13	4.3%	344	25	7.3%
LBCC	42	23	54.8%	43	8	18.6%	174	16	9.2%	259	47	18.1%
MHCC				108	35	32.4%	373	17	4.6%	481	52	10.8%
OCCC	4	0	0.0%	5	0	0.0%	2	0	0.0%	11	0	0.0%
PCC	216	109	50.5%	98	24	24.5%	504	29	5.8%	818	162	19.8%
RCC				8	1	12.5%	56	3	5.4%	64	4	6.3%
SWOCC	6	3	50.0%				67	1	1.5%	73	4	5.5%
TBCC	1	0	0.0%	9	2	22.2%				10	2	20.0%
TVCC							63	1	1.6%	63	1	1.6%
UCC	21	10	47.6%				114	7	6.1%	135	17	12.6%
Total	**331**	**158**	**47.7%**	**433**	**103**	**23.8%**	**2,176**	**114**	**5.2%**	**2,940**	**375**	**12.8%**

Source: OCCURS/OUS Match Data

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Appendix 12.
Students Completing a Designated Associate's Degree at an Oregon Community College One Year and then Enrolled at an OUS Institution the Next (by Year)
[Degree Count: Duplicated Student Count]

	AA/OT	Transfer	% Transfer	AS	Transfer	% Transfer	AGS	Transfer	% Transfer	AAS	Transfer	% Transfer	Degree Total	Transfer Total	% Transfer
99-00/00-01	1,983	1,048	52.8%	351	184	52.4%	426	92	21.6%	2,483	164	6.6%	5,243	1,488	28.4%
98-99/99-00	1,913	982	51.3%	347	187	53.9%	384	91	23.7%	2,313	117	5.1%	4,957	1,377	27.8%
97-98/98-99	1,924	1,028	53.4%	356	180	50.6%	386	87	22.5%	2,375	131	5.5%	5,041	1,426	28.3%
96-97/97-98	1,902	1,021	53.7%	114	48	42.1%	284	50	17.6%	2,548	156	6.1%	4,848	1,275	26.3%
95-96/96-97	1,692	937	55.4%	331	158	47.7%	433	103	23.8%	2,176	114	5.2%	4,632	1,312	28.3%

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Source: OCCURS/OUS Match Data

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Appendix 13a.
Students Completing an AA/OT at an Oregon Community College in 1995-96 and then Enrolled at an OUS Institution in a Subsequent Year (by Community College and Year of First Enrollment in OUS)
[Unduplicated Student Count]

	95-96	96-97		97-98		98-99		99-00		00-01		Total	
	Total AA/OT	Transfer	% Transfer	Transfer	% Transfer	Transfer	% Transfer	Transfer	% Transfer	Transfer	% Transfer	Transfer	% Transfer
BMCC	92	50	54.3%	1	1.1%	4	4.3%	1	1.1%	2	2.2%	58	63.0%
COCC	121	69	57.0%	10	8.3%	1	0.8%	1	0.8%	2	1.7%	83	68.6%
CHEMEK	264	146	55.3%	10	3.8%	3	1.1%	1	0.4%	3	1.1%	163	61.7%
CLACK	196	111	56.6%	7	3.6%	3	1.5%	2	1.0%			123	62.8%
CLAT													
CGCC	14	4	28.6%	2	14.3%							6	42.9%
KCC													
LCC	217	143	65.9%	8	3.7%	5	2.3%	4	1.8%	2	0.9%	162	74.7%
LBCC	89	53	59.6%	6	6.7%							59	66.3%
MHCC	161	87	54.0%	9	5.6%	3	1.9%	4	2.5%	3	1.9%	106	65.8%
OCCC	5	2	40.0%							1	20.0%	3	60.0%
PCC	243	154	63.4%	14	5.8%	7	2.9%	3	1.2%	2	0.8%	180	74.1%
RCC	43	23	53.5%	2	4.7%					1	2.3%	26	60.5%
SWOCC	46	21	45.7%	3	6.5%							24	52.2%
TBCC	2	1	50.0%									1	50.0%
TVCC	110	33	30.0%	4	3.6%	3	2.7%	1	0.9%	1	0.9%	42	38.2%
UCC	89	40	44.9%	3	3.4%	3	3.4%	2	2.2%	1	1.1%	49	55.1%
Total	**1,692**	**937**	**55.4%**	**79**	**4.7%**	**32**	**1.9%**	**19**	**1.1%**	**18**	**1.1%**	**1085**	**64.1%**

Source: OCCURS/OUS Match Data

11/18/2002
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Appendix 13b.
Students Completing an AS at an Oregon Community College in 1995-96 and then Enrolled at an OUS Institution in a Subsequent Year (by Community College and Year of First Enrollment in OUS)
[Unduplicated Student Count]

	95-96	96-97		97-98		98-99		99-00		00-01		Total	
	Total AS	Transfer	% Transfer	Transfer	% Transfer	Transfer	% Transfer	Transfer	% Transfer	Transfer	% Transfer	Transfer	% Transfer
BMCC	13	3	23.1%									3	23.1%
COCC	10	5	50.0%			1	10.0%					6	60.0%
CHEMEK													
CLACK													
CLAT												1	16.7%
CGCC	6	1	16.7%										
KCC								1	8.3%	1	8.3%	7	58.3%
LCC	12	4	33.3%	1	8.3%							28	66.7%
LBCC	42	23	54.8%	2	4.8%	3	7.1%						
MHCC												0	0.0%
OCCC	4	0	0.0%										
PCC	216	109	50.5%	11	5.1%	4	1.9%	2	0.9%	2	0.9%	128	59.3%
RCC												3	50.0%
SWOCC	6	3	50.0%									0	0.0%
TBCC	1	0	0.0%										
TVCC												10	47.6%
UCC	21	10	47.6%										
Total	**331**	**158**	**47.7%**	**14**	**4.2%**	**8**	**2.4%**	**3**	**0.9%**	**3**	**0.9%**	**186**	**56.2%**

Source: OCCURS/OUS Match Data

Appendix 13c.
Students Completing an AGS at an Oregon Community College in 1995-96 and then Enrolled at an OUS Institution in a Subsequent Year (by Community College and Year of First Enrollment in OUS)
[Unduplicated Student Count]

	95-96	96-97		97-98		98-99		99-00		00-01		Total	
	Total AGS	Transfer	% Transfer	Transfer	% Transfer	Transfer	% Transfer	Transfer	% Transfer	Transfer	% Transfer	Transfer	% Transfer
BMCC	3	0	0.0%									0	0.0%
COCC	2	0	0.0%									0	0.0%
CHEMEK	66	20	30.3%	2	3.0%	1	1.5%	1	1.5%	1	1.5%	25	37.9%
CLACK	55	4	7.3%	1	1.8%			1	1.8%			6	10.9%
CLAT													
CGCC	5	1	20.0%									1	20.0%
KCC													
LCC	31	8	25.8%	1	3.2%	1	3.2%			1	3.2%	11	35.5%
LBCC	43	8	18.6%	3	7.0%	3	7.0%			1	2.3%	15	34.9%
MHCC	108	35	32.4%	7	6.5%	5	4.6%					47	43.5%
OCCC	5	0	0.0%									0	0.0%
PCC	98	24	24.5%	4	4.1%	2	2.0%	1	1.0%	1	1.0%	32	32.7%
RCC	8	1	12.5%									1	12.5%
SWOCC													
TBCC	9	2	22.2%	2	22.2%							4	44.4%
TVCC													
UCC													
Total	433	103	23.8%	20	4.6%	12	2.8%	3	0.7%	4	0.9%	142	32.8%

Source: OCCURS/OUS Match Data

11/18/2002
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Appendix 13d.
Students Completing an AAS at an Oregon Community College in 1995-96 and then Enrolled at an OUS Institution in a Subsequent Year (by Community College and Year of First Enrollment in OUS)
[Unduplicated Student Count]

	95-96	96-97		97-98		98-99		99-00		00-01		Total	
	Total AAS	Transfer	% Transfer	Transfer	% Transfer	Transfer	% Transfer	Transfer	% Transfer	Transfer	% Transfer	Transfer	% Transfer
BMCC	62	3	4.8%									3	4.8%
COCC	90	4	4.4%	3	3.3%			1	1.1%			8	8.9%
CHEMEK	321	19	5.9%	7	2.2%	4	1.2%	6	1.9%	2	0.6%	38	11.8%
CLACK	2	0	0.0%									0	0.0%
CLAT	42	0	0.0%	2	4.8%							2	4.8%
CGCC	5	1	20.0%									1	20.0%
KCC										2	0.7%	21	7.0%
LCC	301	13	4.3%	4	1.3%	2	0.7%			2	1.1%	23	13.2%
LBCC	174	16	9.2%	4	2.3%	1	0.6%			5	1.3%	27	7.2%
MHCC	373	17	4.6%	2	0.5%	2	0.5%	1	0.3%			0	0.0%
OCCC	2	0	0.0%									60	11.9%
PCC	504	29	5.8%	6	1.2%	11	2.2%	8	1.6%	6	1.2%	4	7.1%
RCC	56	3	5.4%					1	1.8%			7	10.4%
SWOCC	67	1	1.5%	2	3.0%	1	1.5%	1	1.5%	2	3.0%		
TBCC								1	1.6%			4	6.3%
TVCC	63	1	1.6%	2	3.2%			2	1.8%	1	0.9%	17	14.9%
UCC	114	7	6.1%	6	5.3%	1							
Total	**2,176**	**114**	**5.2%**	**38**	**1.7%**	**22**	**1.0%**	**21**	**1.0%**	**20**	**0.9%**	**215**	**9.9%**

Source: OCCURS/OUS Match Data

Appendix 14.
Students Completing an AA/OT at an Oregon Community College in 1996-97 and then Enrolled at an OUS Institution in a Subsequent Year (by Community College and Year of First Enrollment in OUS)
[Unduplicated Student Count]

	96-97	97-98		98-99		99-00		00-01		Total	
	Total AA/OT	Transfer	% Transfer	Transfer	% Transfer	Transfer	% Transfer	Transfer	% Transfer	Transfer	% Transfer
BMCC	69	34	49.3%	5	7.2%	1	1.4%	1	1.4%	41	59.4%
COCC	120	60	50.0%	5	4.2%	3	2.5%	2	1.7%	70	58.3%
CHEMEK	291	153	52.6%	10	3.4%	7	2.4%	6	2.1%	176	60.5%
CLACK	153	82	53.6%	4	2.6%	6	3.9%	2	1.3%	94	61.4%
CLAT	0	0									
CGCC	21	8	38.1%	1	4.8%					9	42.9%
KCC	0	0									
LCC	206	135	65.5%	13	6.3%	6	2.9%	1	0.5%	155	75.2%
LBCC	116	65	56.0%	5	4.3%	1	0.9%	1	0.9%	72	62.1%
MHCC	218	118	54.1%	8	3.7%	3	1.4%	2	0.9%	131	60.1%
OCCC	16	9	56.3%						0.0%	9	56.3%
PCC	321	183	57.0%	6	1.9%	5	1.6%	3	0.9%	197	61.4%
RCC	83	51	61.4%	6	7.2%	1	1.2%			58	69.9%
SWOCC	67	44	65.7%	2	3.0%			2	3.0%	48	71.6%
TBCC	5	2	40.0%	1	20.0%					3	60.0%
TVCC	137	32	23.4%	6	4.4%	1	0.7%	2	1.5%	41	29.9%
UCC	79	45	57.0%	6	7.6%	1	1.3%			52	65.8%
Total	**1,902**	**1,021**	**53.7%**	**78**	**4.1%**	**35**	**1.8%**	**22**	**1.2%**	**1,156**	**60.8%**

Source: OCCURS/OUS Match Data

Appendix 15a. University Majors Declared by Oregon Community College Associate-Degree-Receiving Students Enrolled at an OUS Institution the Year Following CC Graduation (by CC Degree Awarded and University Discipline)

Two Digit CIP	Major	95-96/96-97 AA/OT	AS	AGS	AAS	Total	% Total	96-97/97-98 AA/OT	AS	AGS	AAS	Total	% Total
01	Agricultural Business	2	1		3	6	0.5%	2	1	1	1	5	0.4%
02	Agricultural Sciences	8	2		3	13	1.0%	8	6	1	3	18	1.5%
03	Conservation	10	6	1	2	19	1.5%	34	1			35	2.8%
04	Architecture	1		1		2	0.2%	5				5	0.4%
05	Area, Ethnic, Cultural Studies	2				2	0.2%				1	1	0.1%
08	Marketing Operations			1		1	0.1%	1				1	0.1%
09	Communications	11		1		12	1.0%	21	1		2	24	1.9%
10	Communications Technologies	5				5	0.4%					0	0.0%
11	Computer and Information Science	26	3	2	4	35	2.8%	31	6		4	41	3.3%
13	Education	87	8	8	2	105	8.3%	107		5	1	113	9.2%
14	Engineering	11	15	4	6	36	2.9%	18	5	6	2	31	2.5%
15	Engineering-Related Technology		4	1	19	24	1.9%	2	1		20	23	1.9%
16	Foreign Languages and Literature	18	1	1		20	1.6%	16		1		17	1.4%
19	Home Economics	4	1	2		7	0.6%	11		1	1	13	1.1%
22	Law and Legal Studies	4	1			5	0.4%	2			1	3	0.2%
23	English Language and Literature	31	3	3		37	2.9%	52		1		53	4.3%
24	Liberal Arts and Sci, Humanities	65	4	4	3	76	6.0%	47	1	2	4	54	4.4%
26	Biological Sciences, Life Sci	35	6	4		45	3.6%	29	5	1	2	37	3.0%
27	Mathematics	14	4	2		20	1.6%	6	2	1		9	0.7%
30	Multi/Interdisc Studies	46	5	7	7	65	5.1%	52	1	2	4	59	4.8%
31	Parks, Rec, Leisure, Fitness Studies	4	1			5	0.4%	6	1			7	0.6%
38	Philosophy and Religion	3				3	0.2%	2				2	0.2%
40	Physical Sciences	13	1	2		16	1.3%	12	1		1	14	1.1%
42	Psychology	91	3	5	4	103	8.2%	107		4	8	119	9.7%
43	Protective Services	30	2	3	9	44	3.5%	25			9	34	2.8%
44	Public Administration and Services	5				5	0.4%	3				3	0.2%
45	Social Sciences and History	116	5	17	7	145	11.5%	126		7	8	141	11.5%
50	Visual and Performing Arts	29	3	7	1	40	3.2%	35	2		6	43	3.5%
51	Health Professions, Related Sciences	26	4	3	3	36	2.9%	32	3	3	4	42	3.4%
52	Business Management, Administrative Serv	167	62	13	18	260	20.6%	167	8	8	44	227	18.4%
99	Unknown	51	7	6	7	71	5.6%	40	1	3	13	57	4.6%
	Total	**915**	**152**	**98**	**98**	**1,263**	**100.0%**	**999**	**46**	**47**	**139**	**1,231**	**100.0%**

Source: OCCURS/OUS Match Data

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App15a

Appendix 15b. University Majors Declared by Oregon Community College Associate-Degree-Receiving Students Enrolled at an OUS Institution the Year Following CC Graduation (by CC Degree Awarded and University Discipline)

Two Digit CIP	Major	97-98/98-99 AA/OT	AS	AGS	AAS	Total	% Total	98-99/99-00 AA/OT	AS	AGS	AAS	Total	% Total
01	Agricultural Business	3	6	1	1	11	0.8%	6	3		1	10	0.8%
02	Agricultural Sciences	6	7	1	2	16	1.2%	5	7	2	3	17	1.3%
03	Conservation	13	6	2	5	26	1.9%	17	5	1	3	26	2.0%
04	Architecture	9			1	10	0.7%	2	1		1	4	0.3%
05	Area, Ethnic, Cultural Studies	3				3	0.2%	1				1	0.1%
08	Marketing Operations					0	0.0%					0	0.0%
09	Communications	17		1		18	1.3%	27	1	1	1	30	2.3%
10	Communications Technologies	1				1	0.1%	3				3	0.2%
11	Computer and Information Science	29	8	3	1	41	3.0%	25	6	4	3	38	2.9%
13	Education	114	2	1	3	120	8.7%	100		8	2	110	8.3%
14	Engineering	12	16	4	7	39	2.8%	10	15	5	8	38	2.9%
15	Engineering-Related Technology		2			2	0.1%	5	2		11	18	1.4%
16	Foreign Languages and Literature	15	3	2		20	1.4%	14				14	1.1%
19	Home Economics	26	4	2	3	35	2.5%	20	3	2	6	31	2.4%
22	Law and Legal Studies	3				3	0.2%	3				3	0.2%
23	English Language and Literature	48	1	7		56	4.0%	39	5	1	1	46	3.5%
24	Liberal Arts and Sci, Humanities	57	4	5	4	70	5.1%	57	3	8	1	69	5.2%
26	Biological Sciences, Life Sci	28	8	2	2	40	2.9%	38	8	2	3	51	3.9%
27	Mathematics	14	1		2	17	1.2%	12	2	1		15	1.1%
30	Multi/Interdisc Studies	46	8	4	4	62	4.5%	48	9	6	3	66	5.0%
31	Parks, Rec, Leisure, Fitness Studies	6		1	2	9	0.6%	15	1	1		17	1.3%
38	Philosophy and Religion	3	1			4	0.3%	6		1		7	0.5%
40	Physical Sciences	12	3		1	16	1.2%	15	1	1	2	19	1.4%
41	Science Technologies							1	1			2	0.2%
42	Psychology	96	7	1	2	106	7.6%	89	9	8	2	108	8.2%
43	Protective Services	34	3	4	8	49	3.5%	22	1	1	5	29	2.2%
44	Public Administration and Services	3			8	11	0.8%	2				2	0.2%
45	Social Sciences and History	120	10	14		144	10.4%	123	13	11	10	157	11.9%
50	Visual and Performing Arts	30	1	2	3	36	2.6%	26	7	5	2	40	3.0%
51	Health Professions, Related Sciences	20	4	3	2	29	2.1%	15	5	1	1	22	1.7%
52	Business Management, Administrative Serv	187	61	15	18	281	20.3%	151	67	6	13	237	18.0%
99	Unknown	58	11	5	37	111	8.0%	63	10	8	8	89	6.7%
	Total	**1,013**	**177**	**80**	**116**	**1,386**	**100.0%**	**960**	**185**	**84**	**90**	**1,319**	**100.0%**

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App15b

Source: OCCURS/OUS Match Data

Appendix 15c. University Majors Declared by Oregon Community College Associate-Degree-Receiving Students Enrolled at an OUS Institution the Year Following CC Graduation (by CC Degree Awarded and University Discipline)

99-00/00-01

Two Digit CIP	Major	AA/OT	AS	AGS	AAS	Total	% Total
01	Agricultural Business	6	5		1	12	0.8%
02	Agricultural Sciences	5	2		3	10	0.7%
03	Conservation	20	3		3	26	1.8%
04	Architecture	4				4	0.3%
05	Area, Ethnic, Cultural Studies	1				1	0.1%
08	Marketing Operations					0	0.0%
09	Communications	14		2		16	1.1%
10	Communications Technologies	4		1	1	6	0.4%
11	Computer and Information Science	42	8	1	4	55	3.8%
13	Education	105		8	4	117	8.2%
14	Engineering	7	15	3	5	30	2.1%
15	Engineering-Related Technology		1		6	7	0.5%
16	Foreign Languages and Literature	16		1		17	1.2%
19	Home Economics	22	4	4	7	37	2.6%
22	Law and Legal Studies	2	1			3	0.2%
23	English Language and Literature	52	7	6		65	4.5%
24	Liberal Arts and Sci, Humanities	63	2	4	4	73	5.1%
26	Biological Sciences, Life Sci	37	8	2	3	50	3.5%
27	Mathematics	12	5			17	1.2%
30	Multi/Interdisc Studies	34	3	3	3	43	3.0%
31	Parks, Rec, Leisure, Fitness Studies	11	2	3		16	1.1%
38	Philosophy and Religion	4				4	0.3%
40	Physical Sciences	12			1	13	0.9%
42	Psychology	93	8	6	7	114	8.0%
43	Protective Services	24	2	6	4	36	2.5%
44	Public Administration and Services		1			1	0.1%
45	Social Sciences and History	146	12	7	17	182	12.7%
50	Visual and Performing Arts	35	2	2	5	44	3.1%
51	Health Professions, Related Sciences	19		2	3	24	1.7%
52	Business Management, Administrative Serv	193	79	14	29	315	22.0%
99	Unknown	46	10	11	28	95	6.6%
	Total	**1,029**	**180**	**86**	**138**	**1,433**	**100.0%**

Source: OCCURS/OUS Match Data

Appendix 16.
Academic Performance (in all OUS Courses) of Undergraduate Students Enrolled at a Community College One Year and then Enrolled at an OUS Institution the Next (by Comm College, Compared to Other Undergraduates)

	95-96/96-97		96-97/97-98		97-98/98-99		98-99/99-00		99-00/00-01	
	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA
BMCC	145	2.88	159	2.88	133	2.92	169	3.06	248	2.03
COCC	288	3.07	288	3.05	323	2.96	357	3.01	408	2.85
CHEMEK	949	2.86	1,022	2.89	1,150	2.88	1,222	2.92	1,286	2.86
CLACK	517	2.93	464	2.90	627	2.94	651	3.01	706	2.93
CLAT	72	3.02	71	2.93	84	2.90	115	2.81	86	2.83
CGCC	66	2.86	70	2.98	48	2.79	65	2.95	89	2.78
KCC			1	2.48	10	2.47	111	2.58	117	2.83
LCC	1,234	2.86	1,362	2.89	1,429	2.90	1,459	2.95	1,511	2.95
LBCC	913	2.81	918	2.81	884	2.81	969	2.93	1,289	2.88
MHCC	599	2.88	682	2.90	715	2.95	742	2.95	860	2.96
OCCC	35	2.93	21	2.93	25	3.00	20	2.69	55	2.85
PCC	2,042	2.96	2,180	3.01	2,429	3.02	2,571	2.99	2,904	2.98
RCC	300	2.96	377	2.99	433	3.07	517	3.05	580	3.09
SWOCC	140	2.94	136	2.93	159	2.87	184	2.93	234	2.95
TBCC	29	2.75	37	2.83	51	2.87	26	2.95	38	2.97
TVCC	77	3.02	101	2.82	99	2.99	131	3.07	141	2.16
UCC	210	2.89	185	2.80	189	2.91	204	2.80	262	2.89
UNKNOWN			64	2.68	77	2.80				
Total*	7,616	2.90	8,138	2.92	8,865	2.94	9,515	2.96	10,814	2.91
First-time Freshmen	7,207	2.78	6,952	2.78	6,988	2.80	7,748	2.82	7,723	2.77
Continuing	31,232	3.00	31,631	3.02	31,906	3.02	32,574	3.03	33,813	2.97
Other Transfers	4,146	3.01	4,310	3.03	4,070	3.06	4,152	3.05	4,521	2.94

* Totals do not match those in other appendices because some students have no grades

Source: OCCURS/OUS Match Data

Appendix 17.

Academic Performance (All OUS Courses) of Students Completing an Associate's Degree at a Community College One Year and then Enrolled at an OUS Institution the Next (by Comm Coll compared to All Undergrad Transfers)

99-00/00-01	AA/OT Transfers	GPA	AS Transfers	GPA	AGS Transfers	GPA	AAS Transfers	GPA	All Undergrad Transfers	GPA
BMCC	20	2.05	1	2.76			2	2.36	248	2.03
COCC	37	2.97					1	2.76	408	2.85
CHEMEK	146	2.93			10	3.26	14	3.38	1,286	2.86
CLACK	112	3.16			8	3.16	2	2.17	706	2.93
CLAT	7	3.34			3	3.63	1	3.49	86	2.83
CGCC	5	3.02			2	2.41			89	2.78
KCC							1	3.63	117	2.83
LCC	165	3.10	7	3.09	8	2.55	20	3.16	1,511	2.95
LBCC	86	3.06	35	3.07	12	2.56	5	2.96	1,289	2.88
MHCC	117	3.15			19	3.04	31	3.16	860	2.96
OCCC	7	3.48							55	2.85
PCC	130	3.21	115	3.20	21	3.23	40	3.14	2,904	2.98
RCC	69	3.21	2	2.81	2	3.76	4	3.64	580	3.09
SWOCC	38	3.16	6	3.26			2	3.01	234	2.95
TBCC									38	2.97
TVCC	22	2.32					4	2.91	141	2.16
UCC	59	3.00	11	3.30			4	2.99	262	2.89
Total	**1,020**	**3.06**	**177**	**3.16**	**85**	**3.06**	**131**	**3.15**	**10,814**	**2.91**

Source: OCCURS/OUS Match Data

Appendix 18.
Academic Performance (All OUS Courses) of Students Completing an Associate's Degree One Year and then Enrolled at an OUS Institution the Next (by Year, Compared to All CC Transfers and Others)

	AA/OT Transfers	GPA	AS Transfers	GPA	AGS Transfers	GPA	AAS Transfers	GPA	All Undergrad CC Transfers	GPA	First-time Freshmen	GPA	Other Transfers	GPA
99-00/00-01	1,020	3.06	177	3.16	85	3.06	131	3.15	10,814	2.91	7,723	2.77	4,521	2.94
98-99/99-00	943	3.09	182	3.12	79	3.00	87	3.09	9,515	2.96	7,748	2.82	4,152	3.05
97-98/98-99	1,001	3.12	174	3.04	77	2.95	114	2.95	8,865	2.94	6,988	2.80	4,070	3.06
96-97/97-98	997	3.07	45	2.82	45	2.77	132	3.04	8,138	2.92	6,952	2.78	4,310	3.03
95-96/96-97	905	3.04	150	3.09	95	2.99	95	3.02	7,616	2.90	7,207	2.78	4,146	3.01

Source: OCCURS/OUS Match Data

Appendix 19.
Academic Performance (by Disciplinary Area) of Undergraduate Students Enrolled at a Community College One Year and then Enrolled at an OUS Institution the Next (Compared to Other Undergraduates)

	95-96/96-97		96-97/97-98		97-98/98-99		98-99/99-00		99-00/00-01	
	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA
Arts & Letters										
OR Community College Transfers	4,079	3.04	4,354	3.01	4,702	3.03	5,148	3.08	5,687	2.93
First-time Freshmen	5,173	2.87	5,120	2.87	4,937	2.88	5,294	2.90	5,247	2.62
Continuing	17,513	3.13	17,305	3.14	17,011	3.14	17,355	3.13	18,354	2.96
Other Transfers	2,517	3.17	2,576	3.14	2,295	3.16	2,258	3.14	2,506	2.90
All Students	29,282	3.07	29,355	3.07	28,945	3.08	30,055	3.08	31,794	2.89
Sciences										
OR Community College Transfers	4,141	2.65	4,290	2.69	4,553	2.72	4,908	2.74	5,589	2.69
First-time Freshmen	4,998	2.55	4,776	2.54	4,803	2.59	5,219	2.62	5,225	2.61
Continuing	16,419	2.80	16,244	2.82	16,235	2.81	16,133	2.81	17,023	2.78
Other Transfers	2,098	2.78	2,124	2.84	1,893	2.84	1,830	2.85	1,910	2.76
All Students	27,656	2.74	27,434	2.75	27,484	2.76	28,090	2.77	29,747	2.73
Social Sciences										
OR Community College Transfers	5,254	2.83	5,324	2.88	5,766	2.90	6,258	2.89	6,989	2.85
First-time Freshmen	5,751	2.57	5,289	2.54	5,198	2.59	5,868	2.62	5,827	2.65
Continuing	20,792	2.91	20,225	2.94	20,223	2.96	20,259	2.97	20,900	2.90
Other Transfers	2,745	2.94	2,707	2.95	2,561	3.00	2,660	2.98	2,801	2.83
All Students	34,542	2.85	33,545	2.88	33,748	2.91	35,045	2.91	36,517	2.85
Foreign Languages										
OR Community College Transfers	942	3.01	968	3.05	1,047	3.07	1,076	3.09	1,172	3.10
First-time Freshmen	1,276	3.01	1,146	3.07	1,185	3.12	1,293	3.11	1,178	3.07
Continuing	3,749	3.07	3,684	3.11	3,635	3.12	3,571	3.13	3,762	3.10
Other Transfers	543	3.19	542	3.22	512	3.25	492	3.31	490	3.18
All Students	6,510	3.06	6,340	3.10	6,379	3.12	6,432	3.13	6,602	3.10
English Composition										
OR Community College Transfers	1,199	3.06	1,279	3.05	1,333	3.10	1,494	3.08	1,753	3.04
First-time Freshmen	4,163	3.00	4,081	3.00	4,054	3.02	4,470	2.96	4,536	2.99
Continuing	5,447	3.14	4,914	3.15	4,799	3.17	4,530	3.17	4,799	3.09
Other Transfers	868	3.22	837	3.16	699	3.30	649	3.20	636	3.22
All Students	11,677	3.08	11,111	3.07	10,885	3.10	11,143	3.06	11,724	3.05

Source: OCCURS/OUS Match Data

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Appendix 20.
Academic Performance (in OUS Math Courses) of Undergraduate Students Enrolled at a Community College One Year and then Enrolled at an OUS Institution the Next (Compared to Other Undergraduates)

	95-96/96-97		96-97/97-98		97-98/98-99		98-99/99-00		99-00/00-01	
	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA
College Algebra										
OR Community College Transfers	946	2.46	1,035	2.37	1,204	2.50	1,371	2.59	1,689	2.55
First-time Freshmen	2,475	2.40	2,520	2.36	2,460	2.35	2,848	2.46	2,802	2.48
Continuing	2,948	2.52	2,946	2.44	3,050	2.54	3,114	2.55	3,273	2.48
Other Transfers	528	2.63	552	2.63	514	2.68	469	2.75	522	2.60
All Students	6,897	2.48	7,053	2.42	7,228	2.48	7,802	2.54	8,286	2.50
Pre-Calculus										
OR Community College Transfers	923	2.42	948	2.37	1,018	2.35	1,082	2.49	1,263	2.41
First-time Freshmen	1,724	2.55	1,452	2.67	1,559	2.62	1,786	2.71	1,655	2.61
Continuing	2,408	2.35	2,161	2.41	2,349	2.31	2,296	2.42	2,278	2.30
Other Transfers	487	2.50	437	2.74	441	2.64	415	2.74	420	2.60
All Students	5,542	2.44	4,998	2.51	5,367	2.43	5,579	2.55	5,616	2.44
Calculus										
OR Community College Transfers	627	2.48	655	2.49	733	2.55	773	2.57	925	2.48
First-time Freshmen	1,088	2.70	1,055	2.70	1,063	2.75	1,152	2.72	1,176	2.68
Continuing	1,534	2.25	1,609	2.23	1,758	2.33	1,820	2.26	1,841	2.24
Other Transfers	295	2.61	320	2.68	304	2.67	260	2.59	291	2.53
All Students	3,544	2.48	3,639	2.47	3,858	2.53	4,005	2.49	4,233	2.45
Math Beyond Calculus										
OR Community College Transfers	291	2.67	350	2.72	427	2.64	483	2.80	541	2.71
First-time Freshmen	135	2.94	191	2.78	261	2.80	310	2.93	339	2.79
Continuing	1,155	2.72	1,217	2.73	1,307	2.58	1,461	2.64	1,479	2.73
Other Transfers	136	2.66	180	2.78	143	2.71	142	2.65	144	2.66
All Students	1,717	2.73	1,938	2.74	2,138	2.63	2,396	2.71	2,503	2.73
All Math Courses										
OR Community College Transfers	2,479	2.52	2,623	2.48	2,941	2.50	3,183	2.60	3,771	2.51
First-time Freshmen	4,217	2.54	4,135	2.51	4,152	2.51	4,705	2.58	4,781	2.47
Continuing	7,722	2.51	7,547	2.50	7,875	2.49	8,063	2.53	8,399	2.46
Other Transfers	1,276	2.60	1,318	2.70	1,234	2.68	1,155	2.70	1,266	2.57
All Students	15,694	2.53	15,623	2.52	16,202	2.51	17,106	2.57	18,217	2.48

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Source: OCCURS/OUS Match Data

Appendix 21a.
Transfer Students Taking Remedial Mathematics:
Unduplicated Count of Undergraduate Students Enrolled at an Oregon Community College One Year and then at an OUS Institution the Next (Compared to Other Undergraduates)

	95-96/96-97			96-97/97-98			97-98/98-99		
	Total N	Taking Remedial Math	% Taking Remedial Math	Total N	Taking Remedial Math	% Taking Remedial Math	Total N	Taking Remedial Math	% Taking Remedial Math
BMCC	157	0	0.0%	170	1	0.6%	145	1	0.7%
COCC	309	7	2.3%	307	4	1.3%	337	7	2.1%
CHEMEK	973	17	1.7%	1,038	11	1.1%	1,179	16	1.4%
CLACK	525	6	1.1%	470	3	0.6%	642	15	2.3%
CLAT	75	1	1.3%	74	2	2.7%	89	0	0.0%
CGCC	67	4	6.0%	73	3	4.1%	53	2	3.8%
KCC	na			1	1	100.0%	10	5	50.0%
LCC	1,249	29	2.3%	1,390	26	1.9%	1,446	30	2.1%
LBCC	923	2	0.2%	933	13	1.4%	891	13	1.5%
MHCC	622	9	1.4%	696	16	2.3%	731	21	2.9%
OCCC	37	1	2.7%	22	1	4.5%	26	1	3.8%
PCC	2,092	27	1.3%	2,224	48	2.2%	2,488	52	2.1%
RCC	313	22	7.0%	401	20	5.0%	461	20	4.3%
SWOCC	145	1	0.7%	139	2	1.4%	164	4	2.4%
TBCC	30	6	20.0%	41	6	14.6%	53	6	11.3%
TVCC	90	1	1.1%	117	4	3.4%	108	2	1.9%
UCC	213	5	2.3%	187	3	1.6%	194	6	3.1%
UNKNOWN				65	18	27.7%	81	20	24.7%
Total	**7,620**	**138**	**1.8%**	**8,348**	**182**	**2.2%**	**9,098**	**221**	**2.4%**
First-time Freshmen	7,298	478	6.5%	7,040	563	8.0%	7,075	613	8.7%
Continuing	31,938	274	0.9%	32,166	275	0.9%	32,628	264	0.8%
Other Transfers	4,254	87	2.0%	4,465	101	2.3%	4,244	94	2.2%

Source: OCCURS/OUS Match Data

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Appendix 21b.
Transfer Students Taking Remedial Mathematics:
Unduplicated Count of Undergraduate Students Enrolled at an Oregon Community College One Year and then at an OUS Institution the Next (Compared to Other Undergraduates)

	98-99/99-00			99-00/00-01		
	Total N	Taking Remedial Math	% Taking Remedial Math	Total N	Taking Remedial Math	% Taking Remedial Math
BMCC	199	1	0.5%	247	22	8.9%
COCC	381	6	1.6%	415	9	2.2%
CHEMEK	1,235	29	2.3%	1,300	46	3.5%
CLACK	668	10	1.5%	719	22	3.1%
CLAT	117	2	1.7%	87	4	4.6%
CGCC	67	2	3.0%	90	7	7.8%
KCC	17	6	35.3%	9	3	33.3%
LCC	1,482	22	1.5%	1,539	38	2.5%
LBCC	976	21	2.2%	1,292	29	2.2%
MHCC	757	19	2.5%	881	20	2.3%
OCCC	21	2	9.5%	55	3	5.5%
PCC	2,634	69	2.6%	2,977	68	2.3%
RCC	553	30	5.4%	595	21	3.5%
SWOCC	189	6	3.2%	241	16	6.6%
TBCC	29	0	0.0%	38	4	10.5%
TVCC	151	2	1.3%	147	8	5.4%
UCC	207	6	2.9%	268	5	1.9%
UNKNOWN	95	14	14.7%	107	7	6.5%
Total	**9,778**	**247**	**2.5%**	**11,007**	**332**	**3.0%**
First-time Freshmen	7,857	815	10.4%	7,818	989	12.7%
Continuing	33,323	224	0.7%	34,305	335	1.0%
Other Transfers	4,356	87	2.0%	4,669	102	2.2%

Source: OCCURS/OUS Match Data

Appendix 22.
Retention and Graduation of First-time Freshmen and Community College Transfers: 1993-94 Entering Cohort, Systemwide Totals Including Students of Color (Includes Students Transferring w/in OUS after Initial Enrollment)

		1994		1995		1996		1997		1998		1999	
		N	%	N	%	N	%	N	%	N	%	N	%
Freshmen													
	Continuing	4,896	74.1	4,243	63.0	4,043	60.1	2,099	31.2	692	10.3	365	5.4
	Graduated	0	0.0	6	0.1	92	1.4	1,828	27.2	3,168	47.1	3,554	52.8
	Stopped Out	1,746	25.9	2,483	36.9	2,597	38.6	2,805	41.7	2,872	42.7	2,813	41.8
	Total	6,732	100.0	6,732	100.0	6,732	100.0	6,732	100.0	6,732	100.0	6,732	100.0
Transfer													
	Continuing	2,112	82.0	1,406	54.6	560	21.7	203	7.9	91	3.5	45	1.7
	Graduated	19	0.7	527	20.5	1,279	49.7	1,626	63.1	1,751	68.0	1,797	69.8
	Stopped Out	445	17.3	643	25.0	737	28.6	747	29.0	734	28.5	734	28.5
	Total	2,576	100.0	2,576	100.0	2,576	100.0	2,576	100.0	2,576	100.0	2,576	100.0
Transfers													
African American or Black													
	Continuing	26	92.9	19	67.9	6	21.4	3	10.7	0	0.0	1	3.6
	Graduated	0	0.0	4	14.3	13	46.4	14	50.0	15	53.6	15	53.6
	Stopped Out	2	7.1	5	17.9	9	32.1	11	39.3	13	46.4	12	42.9
	Total	28	100.0	28	100.0	28	100.0	28	100.0	28	100.0	28	100.0
American Indian/ Alaska Native													
	Continuing	35	77.8	29	64.4	10	22.2	6	13.3	0	0.0	0	0.0
	Graduated	0	0.0	7	15.6	19	42.2	24	53.3	26	57.8	26	57.8
	Stopped Out	10	22.2	9	20.0	16	35.6	15	33.3	19	42.2	19	42.2
	Total	45	100.0	45	100.0	45	100.0	45	100.0	45	100.0	45	100.0
Asian/Pacific Amercian													
	Continuing	126	88.1	92	64.3	45	31.5	16	11.2	5	3.5	2	1.4
	Graduated	0	0.0	18	12.6	63	44.1	90	62.9	102	71.3	105	73.4
	Stopped Out	17	11.9	33	23.1	35	24.5	37	25.9	36	25.2	36	25.2
	Total	143	100.0	143	100.0	143	100.0	143	100.0	143	100.0	143	100.0
Hispanic/Latino													
	Continuing	45	83.3	26	48.1	11	20.4	4	7.4	4	7.4	2	3.7
	Graduated	0	0.0	14	25.9	24	44.4	32	59.3	34	63.0	34	63.0
	Stopped Out	9	16.8	14	25.9	19	35.2	18	33.3	16	29.6	18	33.3
	Total	54	100.0	54	100.0	54	100.0	54	100.0	54	100.0	54	100.0
White													
	Continuing	1,648	81.3	1,107	54.6	432	21.3	158	7.8	71	3.5	34	1.7
	Graduated	18	0.9	409	20.2	1,013	50.0	1,287	63.5	1,384	68.2	1,422	70.1
	Stopped Out	362	17.9	512	25.2	583	28.7	583	28.7	573	28.3	572	28.2
	Total	2,028	100.0	2,028	100.0	2,028	100.0	2,028	100.0	2,028	100.0	2,028	100.0

Source: OUS Institutional Research Services

Appendix 23.
Retention and Graduation of First-time Freshmen and Community College Transfers: 1995-96 Entering Cohort, Systemwide Totals Including Students of Color (Includes Students Transferring w/in OUS after Initial Enrollment)

		1996		1997		1998		1999		2000		2001	
		N	%	N	%	N	%	N	%	N	%	N	%
Freshmen													
	Continuing	5,422	74.8	4,771	65.9	4,447	61.4	2,422	33.4	770	10.6	376	5.2
	Graduated	0	0.0	14	0.2	108	1.5	2,014	27.8	3,588	49.5	4,019	55.5
	Stopped Out	1,823	25.2	2,460	34.0	2,690	37.1	2,809	38.8	2,887	39.8	2,850	39.3
	Total	7,245	100.0	7,245	100.0	7,245	100.0	7,245	100.0	7,245	100.0	7,245	100.0
Transfer													
	Continuing	2,086	83.3	1,357	54.2	544	21.7	219	8.7	98	3.9	56	2.2
	Graduated	15	0.6	599	23.9	1,318	52.6	1,638	65.4	1,791	71.5	1,839	73.4
	Stopped Out	403	16.1	548	21.9	642	25.6	647	25.8	615	24.6	609	24.3
	Total	2,504	100.0	2,504	100.0	2,504	100.0	2,504	100.0	2,504	100.0	2,504	100.0
Transfers													
African American or Black													
	Continuing	19	86.4	14	63.6	10	45.5	5	22.7	2	9.1	1	4.5
	Graduated	1	4.5	4	18.2	7	31.8	11	50.0	15	68.2	16	72.7
	Stopped Out	2	9.1	4	18.2	5	22.7	6	27.3	5	22.7	5	22.7
	Total	22	100.0	22	100.0	22	100.0	22	100.0	22	100.0	22	100.0
American Indian/ Alaska Native													
	Continuing	45	84.9	26	49.1	12	22.6	6	11.3	1	1.9	2	3.8
	Graduated	0	0.0	14	26.4	25	47.2	30	56.6	34	64.2	34	64.2
	Stopped Out	8	15.1	13	24.5	16	30.2	17	32.1	18	34.0	17	32.1
	Total	53	100.0	53	100.0	53	100.0	53	100.0	53	100.0	53	100.0
Asian/Pacific American													
	Continuing	150	84.3	106	59.6	51	28.7	19	10.7	6	3.4	4	2.2
	Graduated	3	1.7	32	18.0	85	47.8	113	63.5	126	70.8	130	73.0
	Stopped Out	25	14.0	40	22.5	42	23.6	46	25.8	46	25.8	44	24.7
	Total	178	100.0	178	100.1	178	100.1	178	100.0	178	100.0	178	99.9
Hispanic/Latino													
	Continuing	58	77.3	35	46.7	13	17.3	9	12.0	5	6.7	5	6.7
	Graduated	0	0.0	17	22.7	38	50.7	42	56.0	46	61.3	48	64.0
	Stopped Out	17	22.7	23	30.7	24	32.0	24	32.0	24	32.0	22	29.3
	Total	75	100.0	75	100.0	75	100.0	75	100.0	75	100.0	75	100.0
White													
	Continuing	1,587	82.7	1,044	54.4	410	21.4	161	8.4	73	3.8	38	2.0
	Graduated	8	0.4	458	23.9	1,010	52.6	1,262	65.7	1,378	71.8	1,414	73.6
	Stopped Out	325	16.9	418	21.8	500	26.0	497	25.9	469	24.4	468	24.4
	Total	1,920	100.0	1,920	100.0	1,920	100.0	1,920	100.0	1,920	100.0	1,920	100.0

Source: OUS Institutional Research Services

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Appendix 24.
Comparison of Six-Year Graduation Rates of OUS First-time Freshmen (Who Persisted One Year) to Community College Transfer Students (With 45-89 Hours Earned at Transfer) by Entering Cohort

Entering Cohort	First-Time Freshmen*			Community College Transfers**		
	Total N	Graduating within 6 Years	% Grad	Total N	Graduating within 6 Years	% Grad
88-89	5,974	3,894	65.2%	680	421	61.9%
93-94	4,986	3,370	67.6%	988	613	62.0%
95-96	5,422	3,830	70.6%	865	591	68.3%

* persisting through first year at an OUS institution

** completing 45-89 hours before transfer

Source: OUS Institutional Research Services

Appendix 25. Mean Cumulative Credits at Graduation for Community College Transfers, 1995-96 Fall Cohort (by Community College)

	N	OUS Credit Avg	Transfer Credit Avg*	Overall Credit Avg
BMCC	40	98.5	112.2	210.7
COCC	93	107.0	101.0	208.0
CHEMEK	196	111.5	96.5	207.9
CLACK	160	112.7	96.0	208.7
CLAT	15	110.6	86.6	197.2
CGCC				
KCC				
LCC	324	111.8	93.4	205.1
LBCC	132	109.8	96.3	206.1
MHCC	201	114.5	93.9	208.4
OCCC				
PCC	481	114.6	96.9	211.5
RCC	59	118.6	96.1	214.7
SWOCC	41	115.5	98.9	214.3
TBCC				
TVCC	15	110.7	107.4	218.1
UCC	63	107.3	96.1	203.4
Total	**1820**	**112.3**	**96.3**	**208.6**

*Cumulative transfer credit may include credit earned at an institution other than a Oregon community college. Transfer credit may also be earned after matriculation at an OUS institution.

Source: Oregon University System IRS

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Appendix 26. Mean Cumulative Credits at Graduation for Native OUS Students and Community College Transfers, 1995-96 Fall Cohort (by Disciplinary Area)

	Native OUS Students*		Oregon Community College Transfers			
Disciplinary Area	N	Avg Hours	N	OUS Credit Avg	Transfer Credit Avg**	Overall Credit Avg
Agric & Forestry, Environ	221	195.0	98	112.0	99.3	211.3
Architecture	41	239.1	11	189.9	89.2	279.1
Biological Sci	186	210.0	76	122.6	98.5	221.0
Business	639	195.4	301	107.3	96.2	203.6
Comm/Journalism	208	191.9	52	110.8	83.4	194.2
Computer Science	75	204.9	31	122.0	94.5	216.5
Education	179	202.9	70	113.3	98.4	211.7
Engineering	217	215.6	153	124.8	107.8	232.6
Health Sciences	114	219.0	62	142.6	105.4	248.0
Humanities & Fine Arts	589	198.9	229	117.4	93.4	210.8
Mathematics	29	204.6	7	107.3	104.7	212.0
Physical Sciences	55	207.2	23	125.8	93.9	219.7
Social Sciences	828	191.3	479	102.8	92.0	194.9
Other	541	195.9	228	107.6	98.9	206.5
Total	**3,922**	**198.6**	**1,820**	**112.3**	**96.3**	**208.6**

*OUS native students are admitted as first-time freshmen on the basis of their high-school performance (including a limited amount of transfer credit); this cohort carried a full-time course load during their first term of attendance. Includes continuing education enrollment and credit.

**Cumulative transfer credit may include credit earned at an institution other than a Oregon community college. Transfer credit may also be earned after matriculation at an OUS institution.

Other notes: Both cohorts include students transferring within OUS after initial enrollment. Because cumulative institutional and/or transfer credit was unavailable for some students, the total Ns in this table are smaller than the number of students who earned a degree.

Source: Oregon University System IRS

Appendix 27.
Students Enrolled BOTH at an OUS Institution and an Oregon Community College
(by Year and Term, including Credit Hours Taken)

	Summer 99	Fall 99	Winter 00	Spring 00
Co-Enrolled Students	466	1,296	1,263	1,428
Total Credit Hours CC	1,941	6,987	6,233	7,286
Avg CC Hours/Student	4.2	5.4	4.9	5.1
Total Credit Hours OUS	2,775	9,503	9,710	10,387
Avg OUS Hours/Student	6.0	7.3	7.7	7.3

	Summer 98	Fall 98	Winter 99	Spring 99
Co-Enrolled Students	475	1,173	1,246	1,303
Total Credit Hours CC	1,971	6,083	6,080	6,944
Avg CC Hours/Student	4.1	5.2	4.9	5.3
Total Credit Hours OUS	2,901	8,695	9,769	9,880
Avg OUS Hours/Student	6.1	7.4	7.8	7.6

	Summer 97	Fall 97	Winter 98	Spring 98
Co-Enrolled Students	429	1,079	1,139	1,109
Total Credit Hours CC	1,730	5,091	5,480	5,730
Avg CC Hours/Student	4.0	4.7	4.8	5.2
Total Credit Hours OUS	2,665	8,321	9,275	8,501
Avg OUS Hours/Student	6.2	7.7	8.1	7.7

	Summer 96	Fall 96	Winter 97	Spring 97
Co-Enrolled Students	413	902	1,003	987
Total Credit Hours CC	1,808	4,353	4,730	4,679
Avg CC Hours/Student	4.4	4.8	4.7	4.7
Total Credit Hours OUS	2,653	7,011	8,120	8,038
Avg OUS Hours/Student	6.4	7.8	8.1	8.1

	Summer 95	Fall 95	Winter 96	Spring 96
Co-Enrolled Students	336	910	956	948
Total Credit Hours CC	1,390	4,554	4,690	4,337
Avg CC Hours/Student	4.1	5.0	4.9	4.6
Total Credit Hours OUS	1,780	6,820	7,611	7,971
Avg OUS Hours/Student	5.3	7.5	8.0	8.4

Source: OCCURS/OUS Match Data

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